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AUTHOR Garza, Josephine F.; And Others
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ABSTRACT

The supplementary activities guide was written to coordinate with a kindergarten textbook in English as a Second Language (ESL) used in the Houston (Texas) Independent School District. It contains eight instructional units with worksheets, alternative activities, and blackline masters for convenient reproduction. Each unit consists of a series of lessons, each of which includes objectives, notes on teacher preparation tasks, and directions for the activity. Units and lessons are sequential. Unit topics include: self-awareness and identity; home; food; body parts; clothing; shapes; time and age; and spatial relations. Activities suggested include games, songs, and art activities. Lists of ESL and oral language resources and materials available from the Houston bilingual resource center are appended (47 items). (MSE)

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ESL SUPPLEMENTAL ACTIVITIES FOR

OPEN THE LIGHTS

Curriculum Bulletin Number 84CBM30

Item Number 33.0850

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ESL

SUPPLEMENTARY ACTIVITIES

FOR

OPEN THE LIGHTS

Prepared by

Josephine F. Garza	Golfcrest Elementary
Barbara Hruska	R. P. Harris Elementary
Lynda G. Nieto	Pugh Elementary
Maria L. O'Brien	Tijerina Elementary

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Prepared Under the Direction of

Miss Delia Pompa, Executive Director, Bilingual Education
Mr. Félix J. Martínez, Assistant Director, Bilingual Education

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Introduction

This ESL Supplemental Activities Curriculum Guide, written to coordinate with the Kindergarten Open the Lights locally adopted ESL textbook,is intended as another tool to better accommodate kindergarten teachers in teaching English as a Second Language with creativity and imagination.

The curriculum writers for this project selected key lessons within all eight units and provided additional worksheets, alternative activities and blackline masters for teacher convenience. All materials in this guide are only suggestions in order to allow teachers the freedom to alter, substitute or add any individual style ideas.

It is our aspiration that this guide will help kindergarten teachers better prepare a strong foundation in English as a Second Language for all Limited English Proficient students with the eventual goal of successfully mainstreaming them into the all English curriculum.

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ESL IN KINDERGARTEN

The ESL program in Kindergarten is multi-faceted. The basis is Addison Wesley's Open the Lights which is to be supplemented with various ESL activities and techniques which include but are not limited to drills, dialogues and commands. Houston ISD has many excellent ESL curriculum bulletins that can aid the teacher in developing activities to be used at the work centers during the ESL time period.

Philosophy

Open the Lights lets the child experience and provides him with the words to describe, to question, and to expand what he has encountered. These language experiences focus on language exposure and practice, not on mastery.

Scope and Sequence

In keeping with the philosophy of bilingual education of introducing all new concepts in the student's dominant language, the eight (8) thematic units in Open the Lights should be taught only after they have first been introduced in Spanish.

An order of presentation of the units has been established to keep uniformity within the district and to avoid duplication of units for those children who move around within the district during the school year. The units are ordered from simple to complex and from concrete to abstract. Each unit must be completed before another is begun and lessons within each unit must be taught in order.

I. All About Me

II. Home

III. Food

IV. Body Parts

V. Clothing

VI. Shapes

VII. Time and Age

VIII. Positions in Space

Documentation

Open the Lights will be taught during the 45 minute Language Arts time as reflected in the daily program and will be documented on the Language Arts column in the lesson plan sheet.

Since the ESL proficiencies are presently being refined, the teacher will document the objective of the lesson as the objective to be taught.

UNIT I ALL ABOUT ME

Lesson 1 — Activity 1

Objective: Awareness of identity

Preparation: Duplicate the "This is Me" master.

Directions: The student will draw a picture of himself/herself for page 1 of the "All About Me" booklet.

Lesson 1 — Activity 5 Variation

Objective: Sequence of names

Preparation: Duplicate the name master.

Directions: The student will use the worksheet to write his/her name and add as page 2 of the booklet.

Lesson 2 — Activity 3

Objective: Awareness of identity
Identification of parts of the head

Preparation: Duplicate the face master. Have mirrors available. Provide various materials such as yarn, buttons, ribbon, etc. if desired. Have tagboard booklet covers available.

Directions: Using a mirror, the student will create a self-portrait, then mount it on the cover of the booklet.

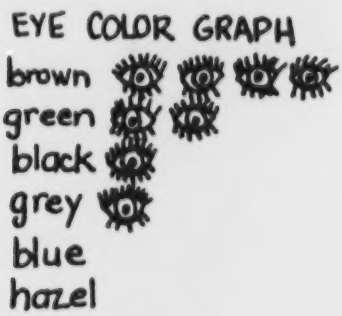
Lesson 3 Activity 4

Objective: Awareness of identity
Physical attributes: eye color

Preparation: Duplicate the eye color master. Have mirrors available. Prepare an eye color graph (see illustration).

Directions: Using a mirror, the student will color the large eye, cut it out and mount it on the eye color graph.

Using a mirror, the student will color the pair of eyes, cut them out and mount on page 3 of the "All About Me" booklet.

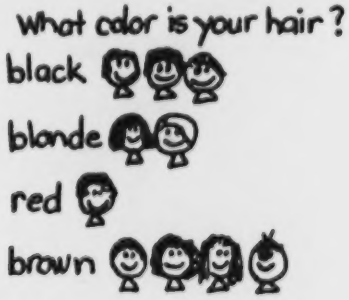


Lesson 4 Activity 4

Objective: Awareness of identity
Physical Attribute: hair color

Preparation: Duplicate the bald head master. Have a mirror available. Prepare a hair color graph (see illustration).

Directions: Using a mirror, the student will color the hair, cut out and mount the head on the hair color graph.



Lesson 4 — Extension

Objective: Awareness of identity
Physical attributes: hair color, length, type

Preparation: Duplicate the hair types master. Teacher explains concepts of (1) long and short hair, (2) straight, wavy, and curly hair.

Directions: The student will color or mark the appropriate choice and add as page 4 of the "All About Me" booklet.

Lesson 5 — Activity 3

Objective: Years of age

Preparation: Duplicate the "How Old Are You?" master.

Directions: The student will circle the appropriate hand(s) and number to indicate age. (Circle one hand if 5 years, circle two hands if 6 years.) Add as page 5 of the "All About Me" booklet.

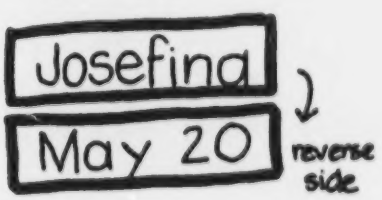
Lesson 6 — Activity 5

Objective: Day and month of birth

Preparation: Duplicate the "My Birthday is..." cake master. Distribute teacher-prepared birth date cards to students.

Directions: The student will copy the month and date from cards, and cut and paste the appropriate number of candles on the cake. Add as page 6 of the "All About Me" booklet.

Individual name, month-word cards.



Lesson 7 Activity 3

Objective: My favorite day of the year

Preparation: Duplicate the favorite day master and distribute.

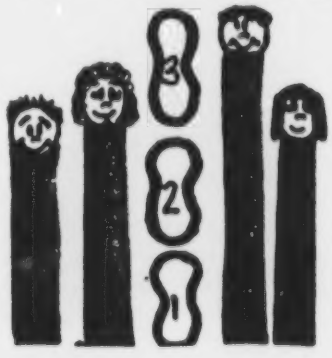
Directions: Discuss how everyone has a favorite day of the year and how we may coose that day for different reasons. For example, someone might like the 1st day of school to see old friends again; another, the Lunar New Year to gather for food and worship with the family. The student will draw a picture within the frame of the duplicate. Add as page 7 of "All About Me" booklet.

Lesson 8 Activity 3

Objective: Awareness of height

Preparation: Duplicate the girl/boy heads master from Lesson 4, Activity 4. Cut paper strips 3, 3½, and 4 feet long.

Directions: The student will glue the head to the strip. Mount all strips on the wall beside the foot graph.



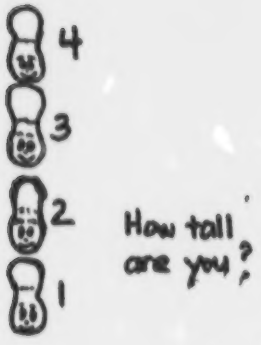
Lesson 8 Activity 6

Objective: Awareness of height

Preparation: Duplicate the foot master. Cut out four 12" foot patterns and mount them on the wall to use for measuring students (see illustration).

Directions: The student will circle the appropriate measurement and fill in the blank. Add as page 8 of the "All About Me" booklet.

Lesson 8 Activity 6



Lesson 9 Activity 6

Objective: Awareness of mass

Preparation: Duplicate the scale master. Obtain a scale (in pounds) to weigh each student.

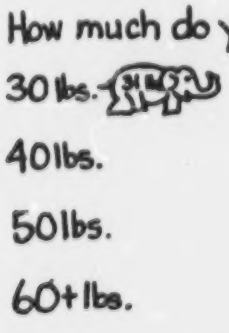
Directions: Weigh each student. The student will then record his/her weight on the worksheet and add as page 9 of "All About Me" booklet.

Lesson 10 Variation

Objective: Comparison of mass

Preparation: Duplicate the elephant master.

Directions: The student will record his/her weight on the elephant and mount on a class chart or graph. If desired, it may be placed in the "All About Me" booklet as page 10 instead of making a Heavy/Light booklet.



Lesson 11 — Variation of Activity 5

Objective: Comparison of mass

Preparation: Have completed elephant weight chart from Lesson 10 available.

Directions: Refer to elephant weight chart to compare the weights of students.

Lesson 11 — Extension

Objective: Comparison of mass

Preparation: Duplicate heavy/light masters. Have heavy and light objects available for children to hold and compare.

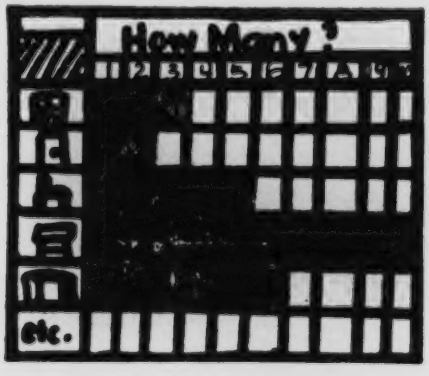
Directions: After comparing objects, students will complete worksheet by cutting and pasting pictures under appropriate heading.

Lesson 13 — Activity 3

Objective: Identification of school fixtures

Preparation: Duplicate the "How Many?" graph master.

Directions: Tour the school and count selected fixtures. The student will draw and record the number of fixtures on the graph.



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Lesson 14 Activity 4 # 1 & 2

Objective: Identification of school name and school personnel

Preparation: Duplicate the school name and the school helper masters.

Directions: The student will copy the name of the school onto the worksheet and draw the school. The student will copy the name of his/her favorite school helper onto the worksheet and draw that particular person.

I am Special
Sung to: "London Bridge"

p. 55 Piggyback Songs

I am special, yes I am
Yes I am, yes I am
I am special, yes I am
I'm very special.

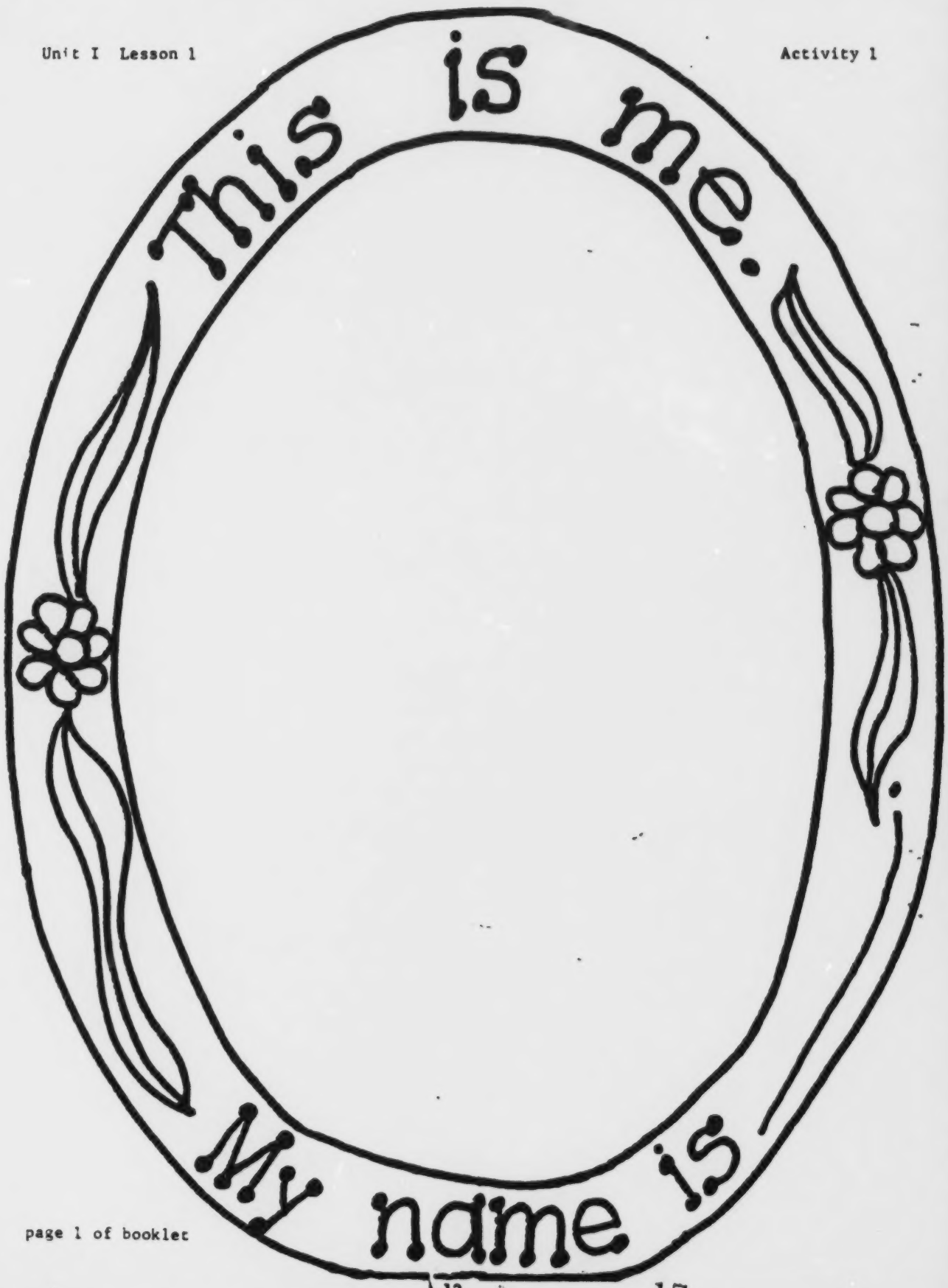
No one else has hair like mine
Just like mine, just like mine
No one else has hair like mine
I'm very special.

No one else has a face like mine
Just like mine, just like mine
No one else has a face like mine
I'm very special.

No one else has eyes like mine
Just like mine, just like mine
No one else has eyes like mine
I'm very special.
(Use nose, mouth, etc.)

Judy Bush
Franklin, MA

BLACKLINE MASTERS FOR UNIT I



page 1 of booklet

My name is

15

My name is

Activity 5

My first name is

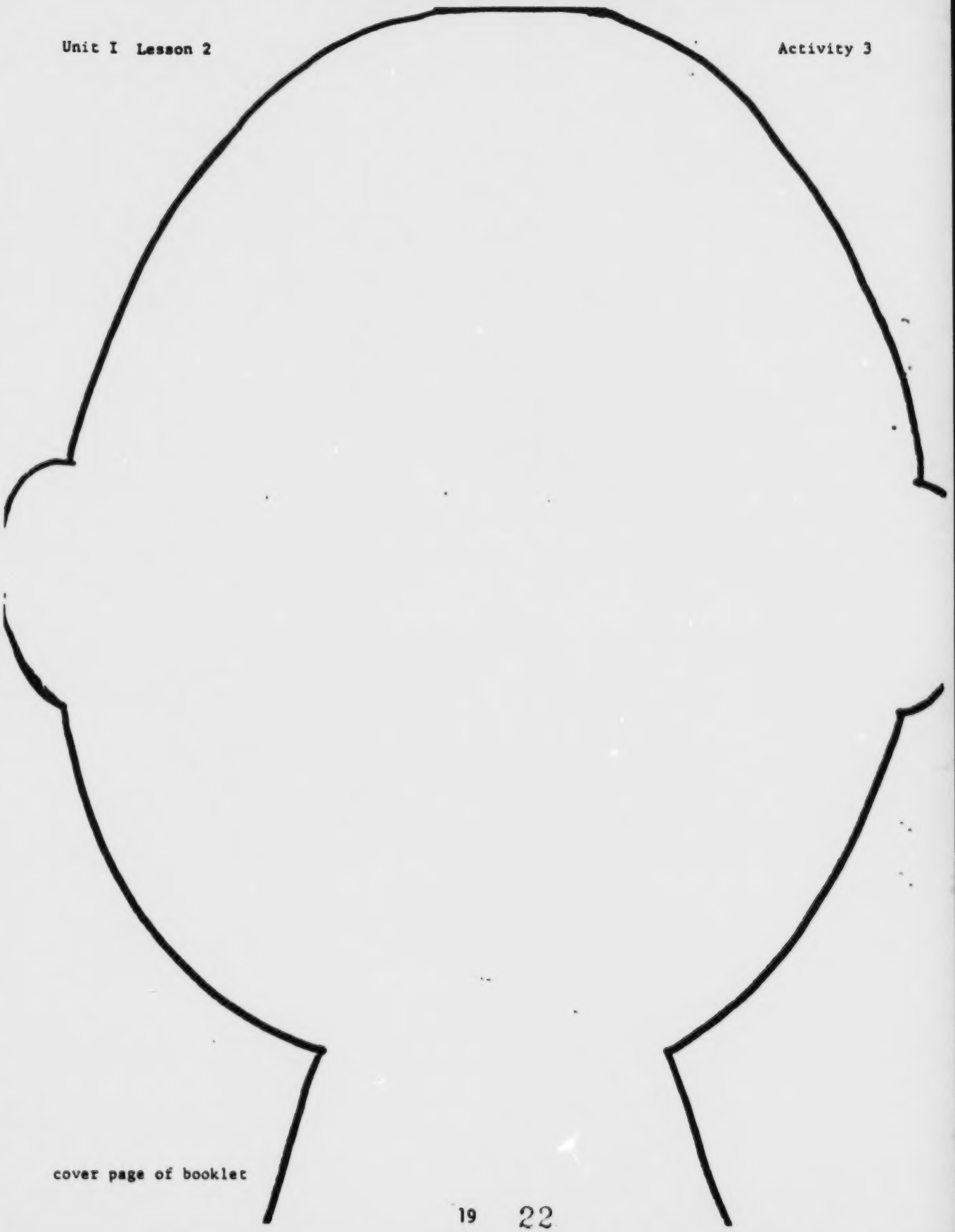
My last name is

My full name is

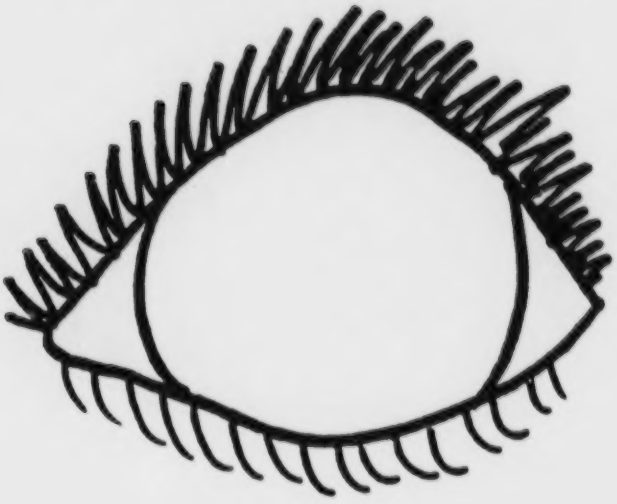
Unit I Lesson 1

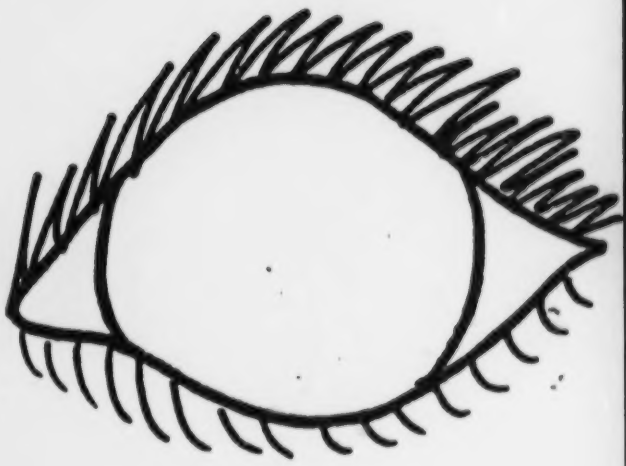
17

page 2 of booklet



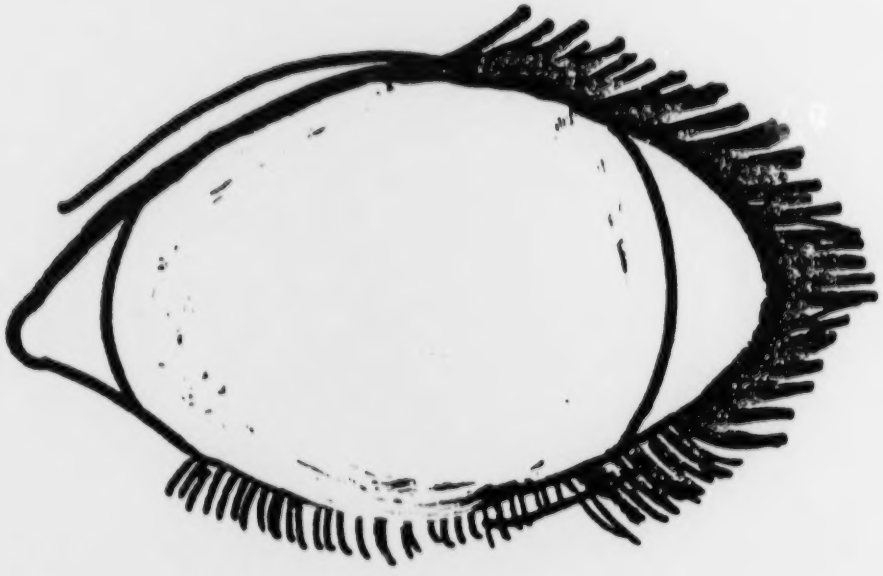
cover page of booklet

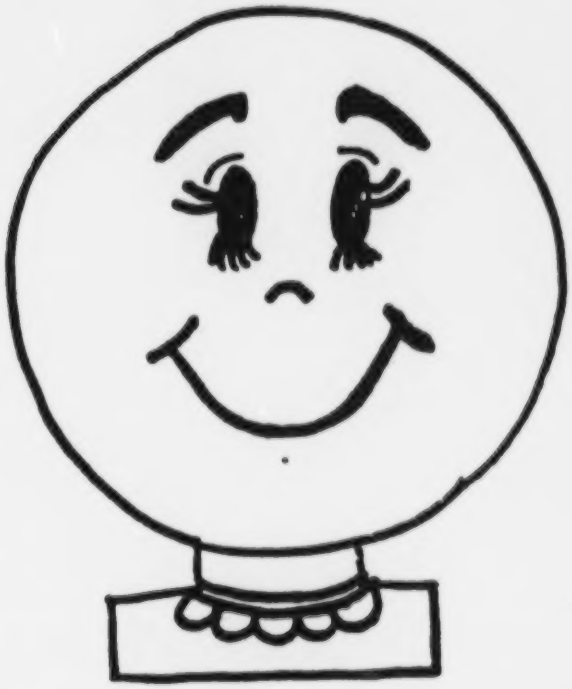


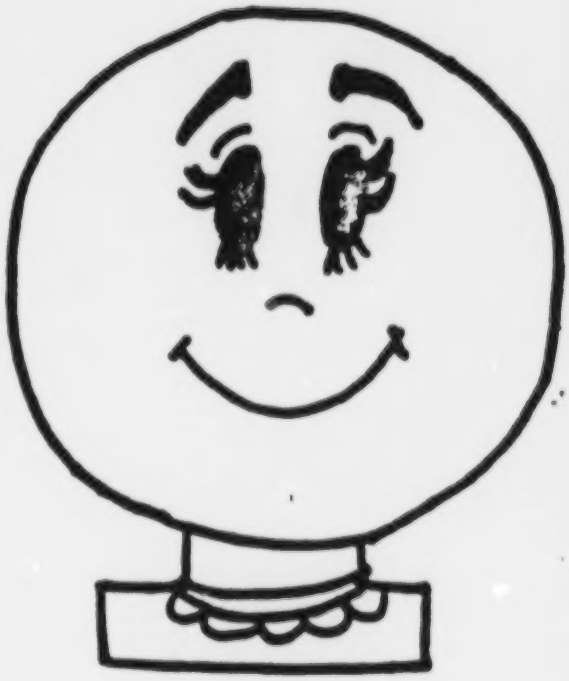


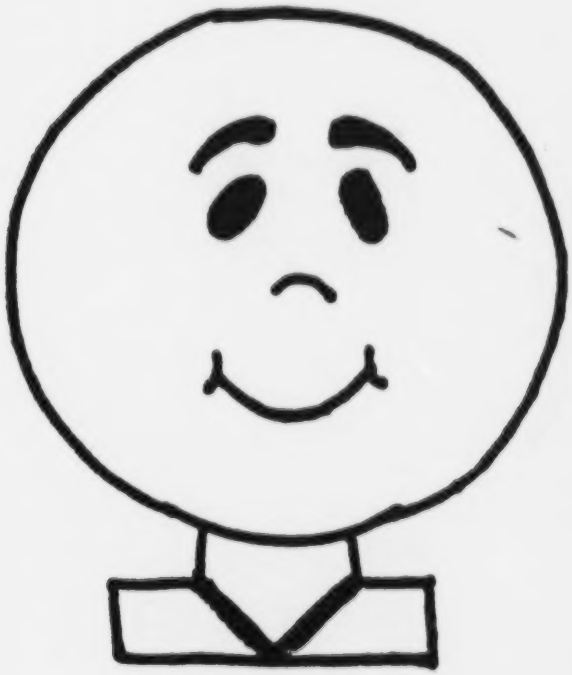
I have □ .

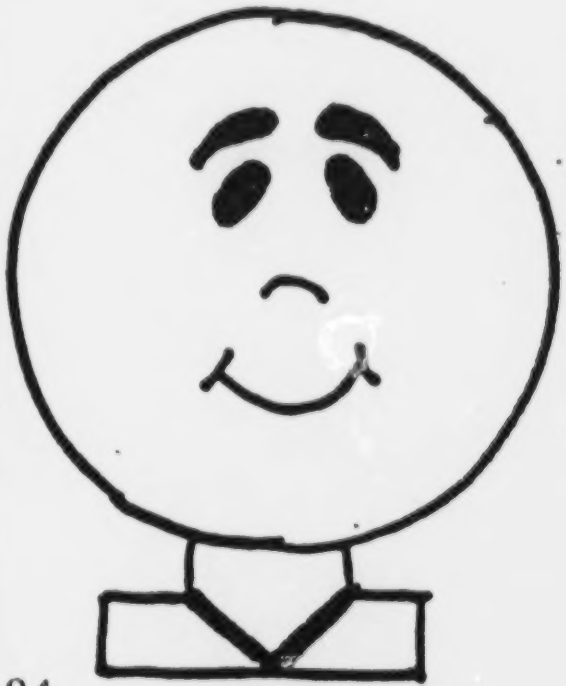
page 3 of booklet

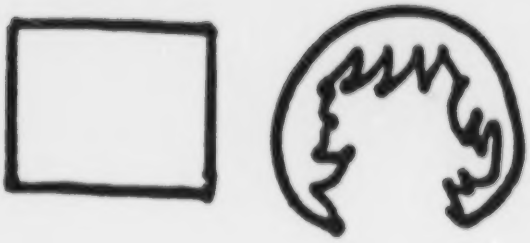




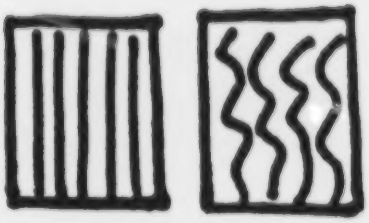






I have  .

I have .

I have 

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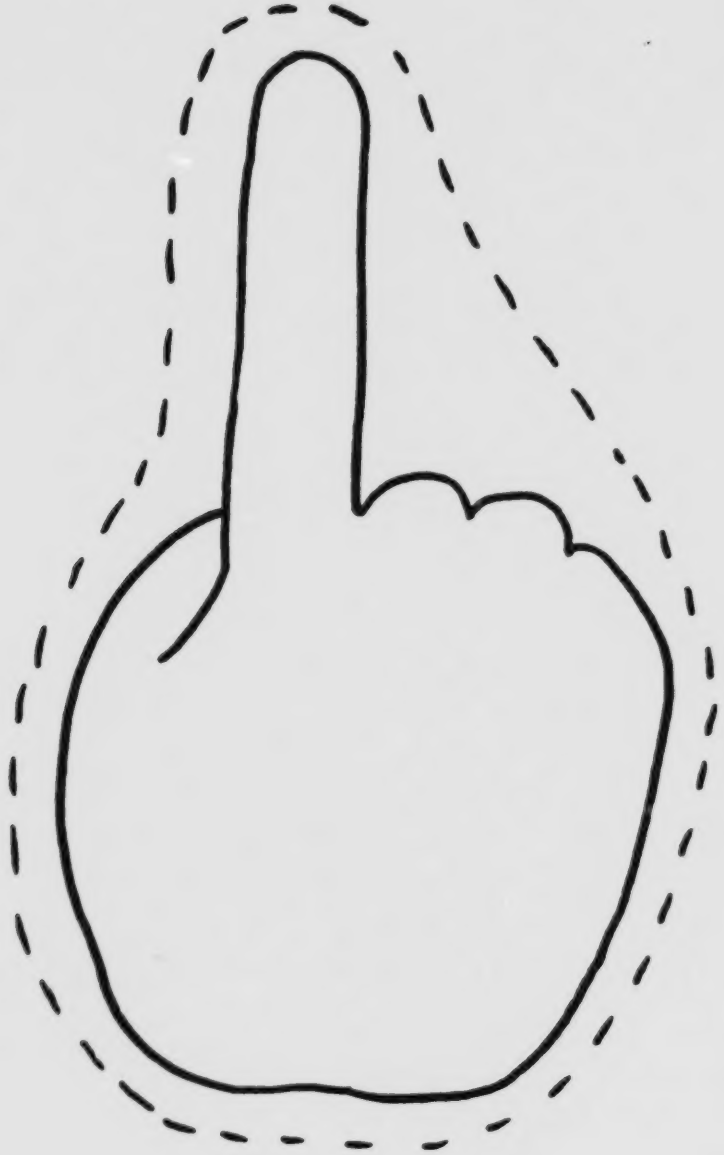
How old are you?

page 5 of booklet



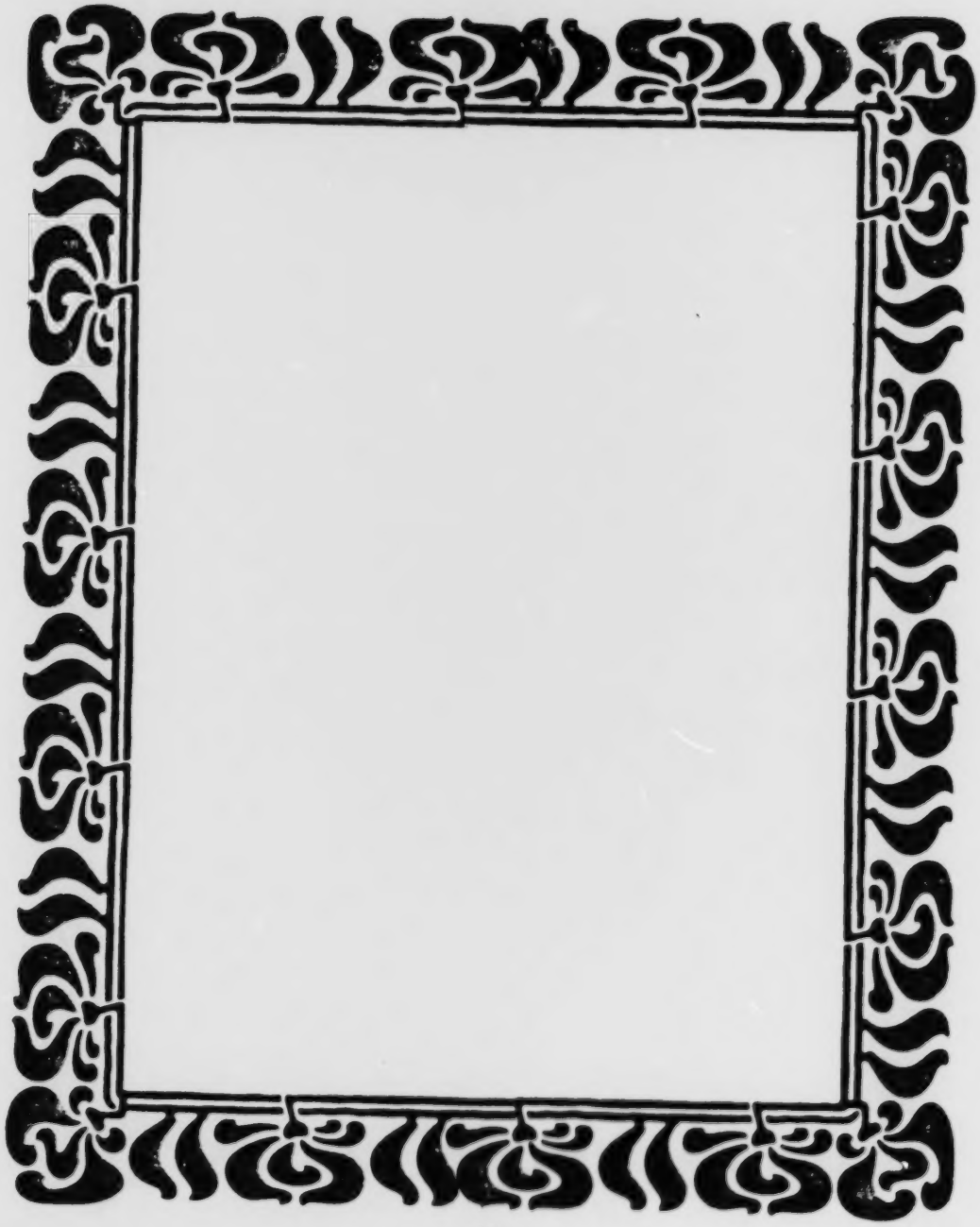
I am ___ years old.

5 6 7

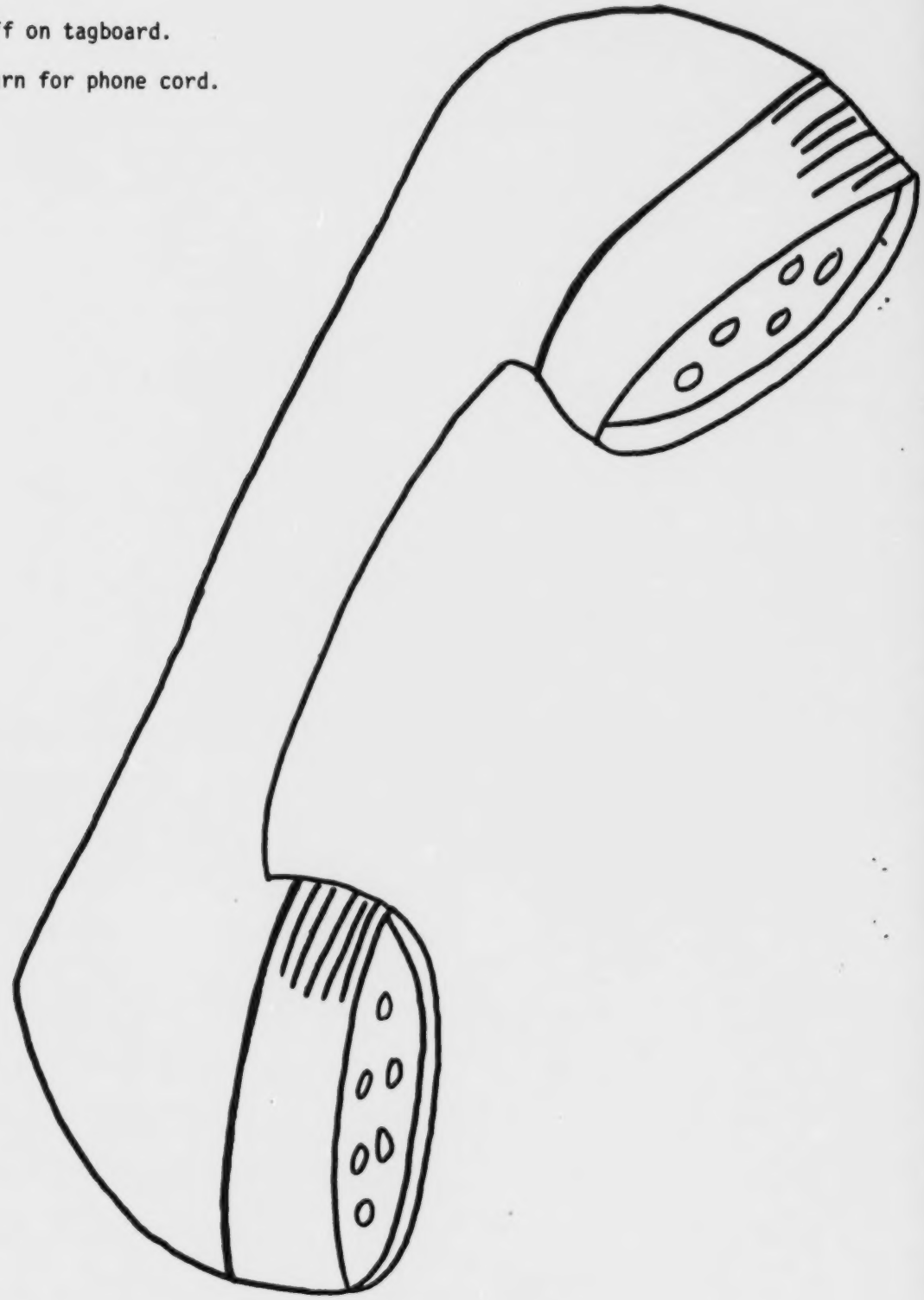
My birthday is _____.

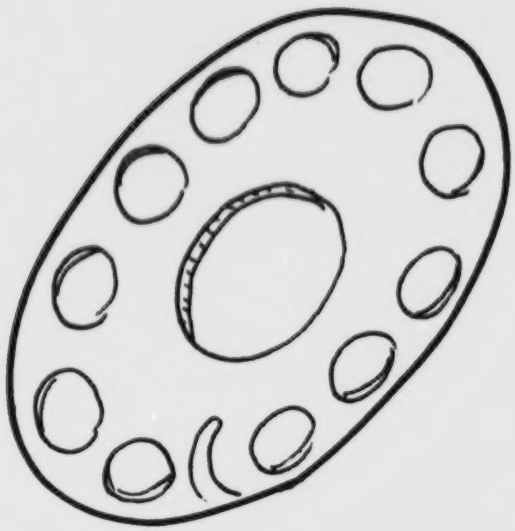
Name _____

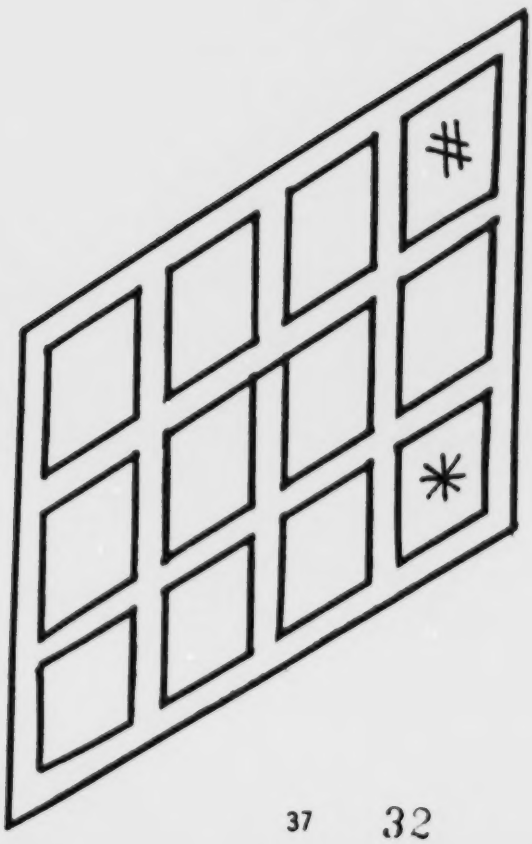
MY FAVORITE DAY OF THE YEAR.

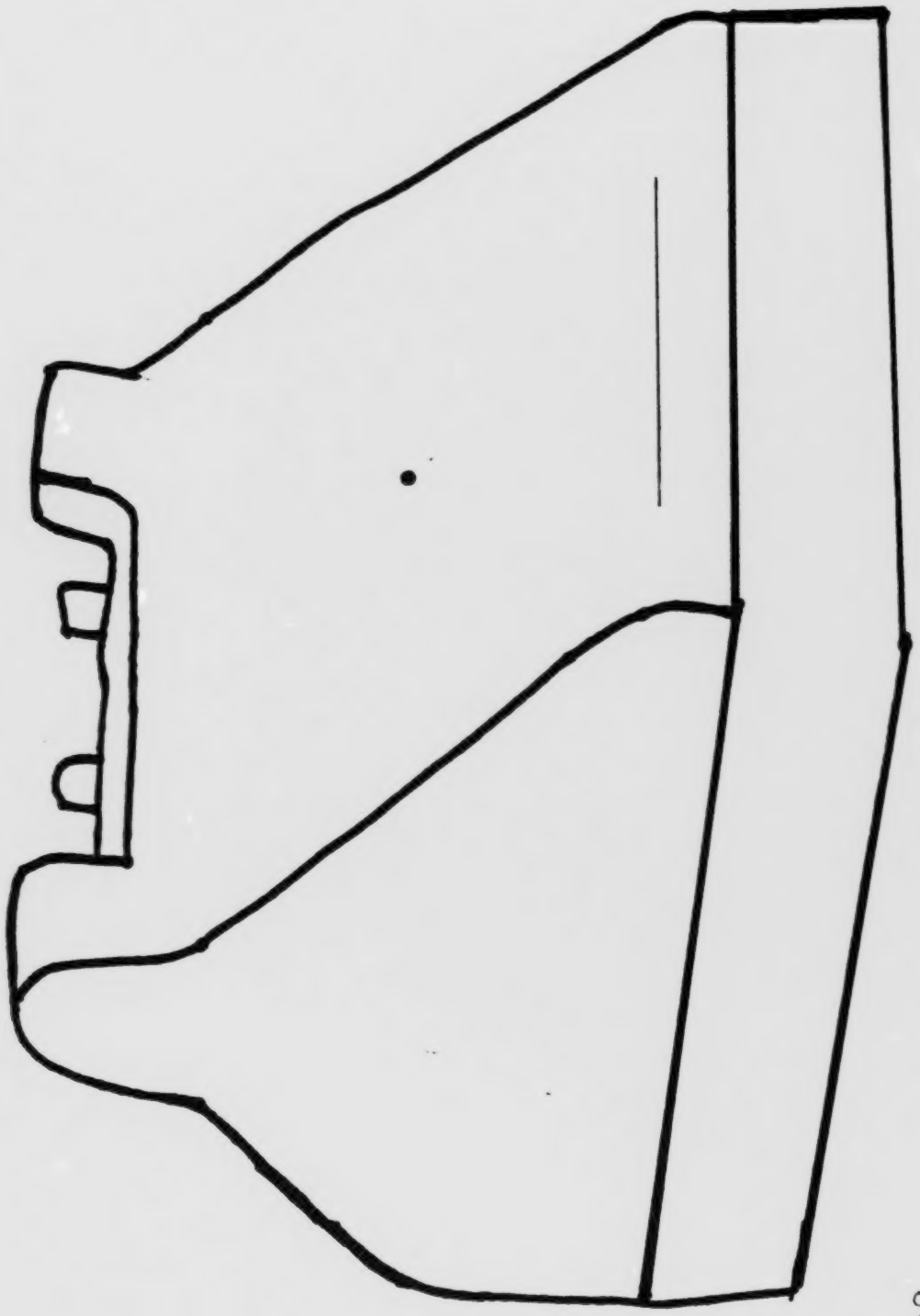


- run off on tagboard.
- use yarn for phone cord.





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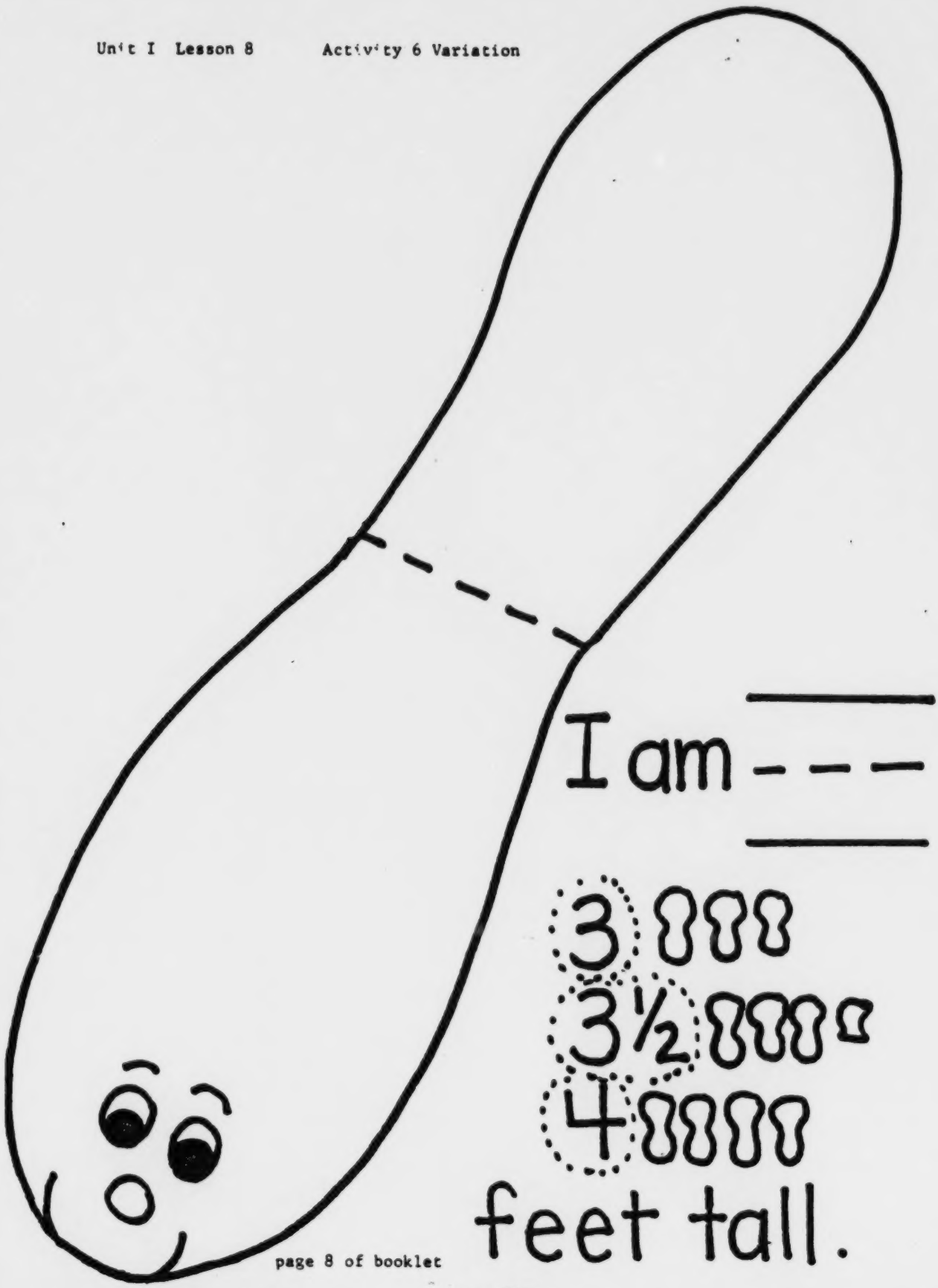

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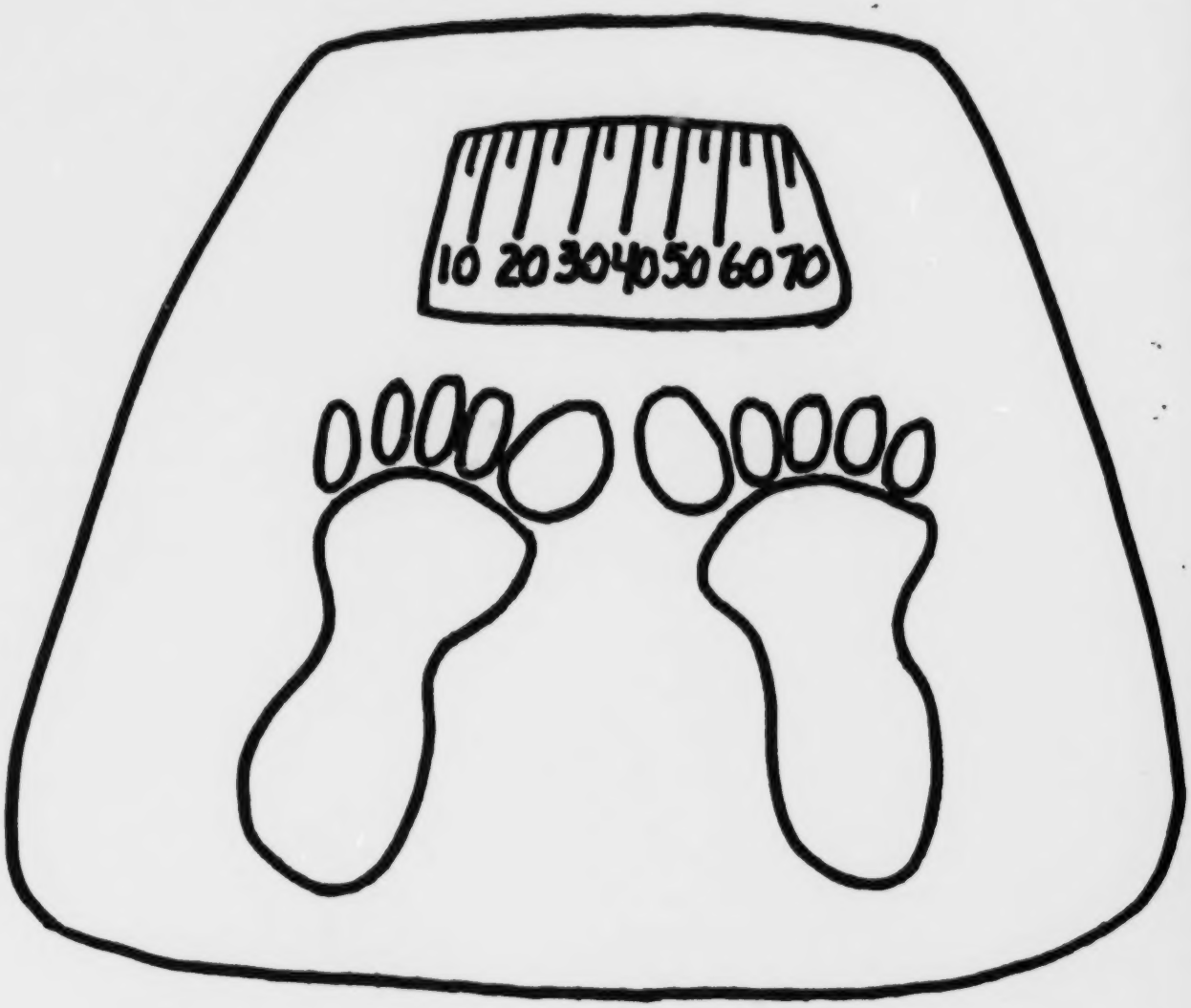


I weigh _____ pounds.

pounds

heavy

Extension

Unit I Lesson 11

39

light

47

40

heavy / light

Extension

Unit I Lesson 11

41

42

49

How Many?

	1	2	3	4	5	6	7	8	9	10	11

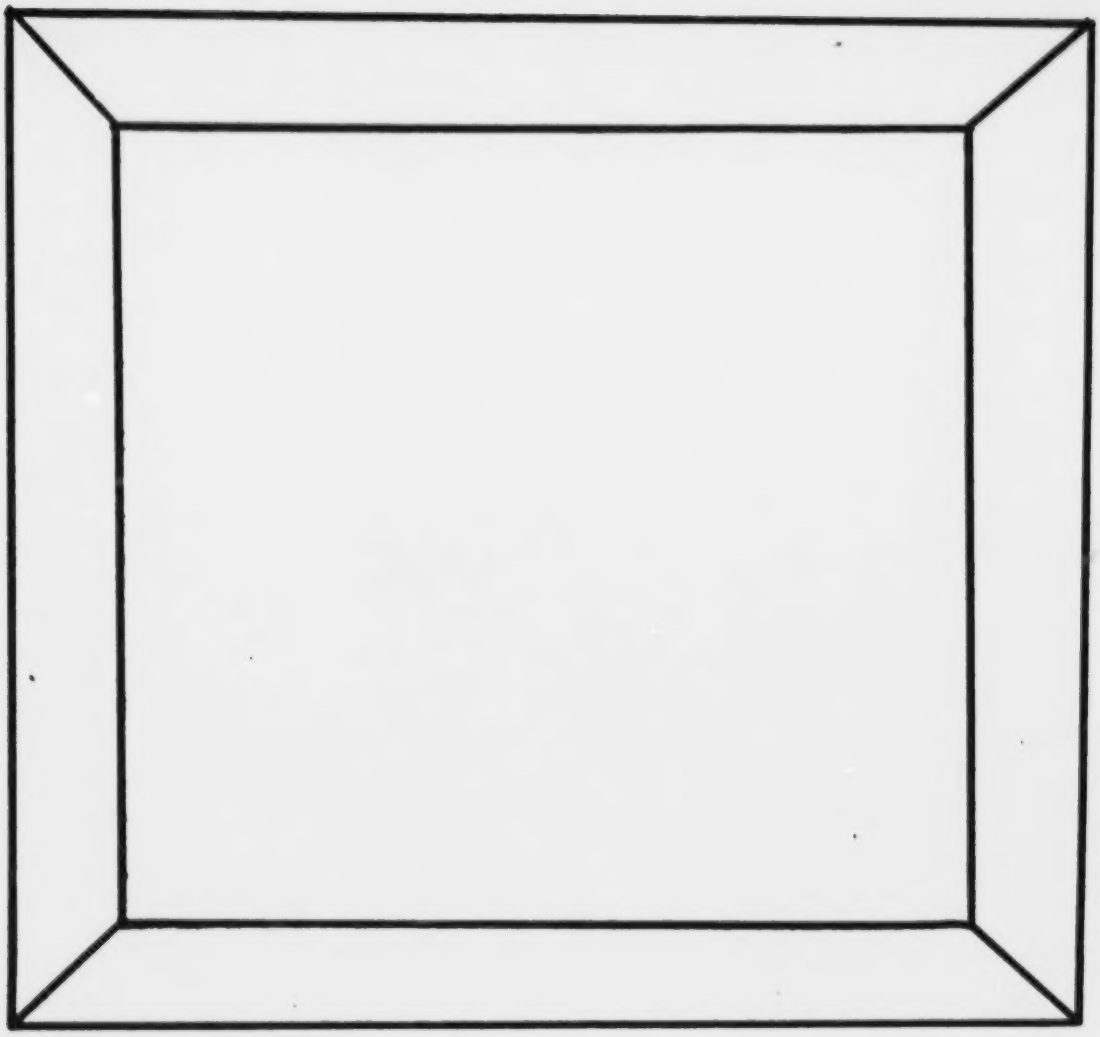
Activity 3

Lesson 13

Unit I

51

Our school's name is



My favorite school helper is

_____.

Lesson 1 Activity 5

Objective: Identification of home exterior

Preparation: Duplicate one home exterior master per student.

Directions: The student will draw a picture of his/her home exterior.

Lesson 1 Extension 1

Objective: Identification of home exterior

Preparation: Locate "Outside Home" pictures from DLM Photo Library Kit 2, Kindergarten Keys, or other source.

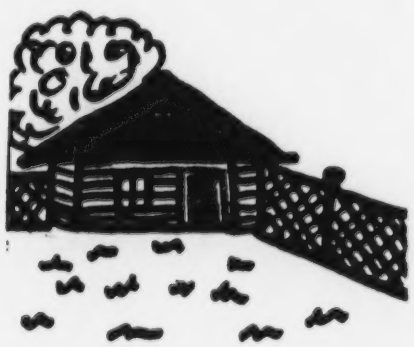
Directions: Use photos and pictures to stimulate discussion.

Lesson 1 Extension 2

Objective: Identification of objects found in a yard

Preparation: Prepare a wall-size mural of a yard. Have magazines or drawing paper available (see illustration).

Directions: The student will draw or cut out appropriate pictures for placement on mural.



Lesson 2 — Variation

Objective: Identification of house number and street name

Preparation: Teacher-prepared address cards

Directions: The student will copy address onto individual address card.

Lesson 2 — Activities 2-3

Objective: Identification of house number and street name

Preparation: Duplicate the 2 "My House" chart masters for each student. Have address cards available.

Directions: The student will copy his/her house number and street name onto lines #1 and #2 of "My House" chart.

Lesson 3 — Activities 1-3

Objective: Characteristics of the home exterior.

Preparation: Use the "My House" chart from lesson 2. Duplicate the house exterior master.

Directions: The student will complete lines #3, #4 and #5 of "My House" chart. The student will complete house exterior worksheet by adding outside wall, color of house and color of shingles.

Lesson 3 — Suggested Activity

Have examples of house exteriors available for children to view throughout this lesson. Use "The Three Pigs" story to reinforce the concept of house exterior. Bilingual Kindergarten Kit (Code K.O.) at B.R.C.

Lesson 4 — Activity 2

Objective: Characteristics of parts of the home

Preparation: Use "My House" chart from lesson #2. Have magazine pictures available which show various multi-level dwellings.

Directions: After discussing pictures, the student will complete line #6 of "My House" chart.

Lesson 5 Activity 1

Objective : Characteristics of home exterior

Preparation: Use "My House" chart from lesson #2. Have magazine pictures available which show dwellings with various types of roofs.

Directions : After discussing pictures, the student will complete line #7 of "My House" chart.

Lesson 5 Activity 2

Objective: Characteristics of home exterior

Preparation: Use "My House" chart from lesson #2. Have magazine pictures available which show various parking places.

Directions: After discussing pictures, the student will complete line #8 of "My House" chart.

Lesson 6 Activity 1

Objective: Characteristics of home exterior

Preparation: Use "My House" chart from lesson #2. Have magazine pictures available which show various types of fences and gates.

Directions: After discussing pictures, the student will complete line #9 of "My House" chart.

Lesson 6 Activity 2

Objective: Characteristics of home exterior

Preparation: Use "My House" chart from lesson #2. Have magazine pictures available which show various types of porches, balconies and patios.

Directions: After discussing pictures, the student will complete line #10 of "My House" chart.

Lesson 6 — Extension

Objective: Characteristics of home exterior

Preparation: Duplicate "My Home" master as a cover for the booklet, or use completed home exterior worksheet from lesson #3.

Directions: The student will complete "My Home" booklet at teacher's discretion.

Lesson 9 — Activities 1 & 3

Objective: Classification of homes

Preparation: Prepare a "Kinds of Homes" chart (p. 171, Open the Lights). Have pictures from Kindergarten Keys or magazines available of various kinds of dwellings as examples.

Directions: After discussing pictures, the student will complete class graph, "Kinds of Homes" with pictures or tally marks.

Lesson 10 — Variation

Objective: Identification of rooms of the house

Preparation: Duplicate "Classifying" master from "The Instructor" p. 28. Have pictures of various rooms available from DLM Photo Library set 1, Kindergarten Keys or magazines. Run lessons 16 (The House) and 17 (Furnishings) from Basic Vocabulary Builder, if available.

Directions: After discussing rooms, furniture and fixtures pictures, the student will complete stencil by cutting and pasting furniture into the appropriate rooms.

Lesson 11 — Variation

Objective: Actions in rooms of the house.

Preparation: Duplicate the "Rooms" master as cover for the booklet.

Directions: After discussing and acting-out actions in each room, the student will begin "Rooms" booklet by drawing or cutting and pasting pictures from magazines or Basic Vocabulary Builder onto the appropriate page.

Lesson 11

Variation

Instead of individual booklets, prepare a house interior on a wall mural. Discuss rooms and have student add furniture and fixtures by drawing or cutting and pasting pictures onto the mural.

Lesson 12

Activities 4-5

Objective: Identification and classification of furniture/fixtures

Preparation: Use the "Rooms" booklet from lesson #9. Pictures from DLM Photo Library set 1, Kindergarten Keys, Basic Vocabulary Builder or other source.

Directions: The student will complete another page of the "Rooms" booklet.

Lesson 13

Variation

Objective: Sequence of telephone numbers

Preparation: Duplicate the telephone master. Have teacher-prepared telephone number cards available.

Directions: The student will cut out telephone stencil and copy his/her own telephone number onto the dial.

Lesson 13 Extension

Objective : Use of a telephone
Telehpone manners

Preparation: Have toy phones available or order the "Telezonia" phone kit from Pam Johnson at the Instructional Media Center 861-1204.

Directions: Discuss correct use of push button and dial telephones.
Practice telephone manners.

SONGS

Home - Unit II

"Ring-A-Ling-A-Ling"
Sung to: "Old MacDonald Had a Farm"

P. 61 More Piggyback Songs

The telephone is our good friend,
Ring-a-ling-a-ling.
It helps us in emergencies,
Ring-a-ling-a-ling.

With a ring-ring here,
And a ring-ring there.
Here a ring,
There a ring,
Everywhere a ring-ring.
The telephone is our good friend,
Ring-a-ling-a-ling.

Gail Ray
Fort Worth, TX

FINGER PLAYS

Home - Unit II

A Good House

This is the roof of the house so good. (make roof with hands.)

These are the walls that made of wood. (hands straight, palms parallel)

These are the windows that let in the light. (thumbs & Forefinger form window).

This is the door that shuts so tight. (hands straight, side by side)

This is the chimney so straight and tall. (arms up straight)

Oh! What a good house for one and all. (arms at angle for roof)

p. 19 of Finger Frolics

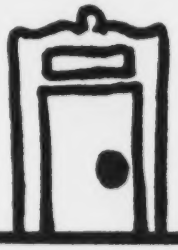
BLACKLINE MASTERS FOR UNIT II

This is a picture of my home exterior.

My name is_____

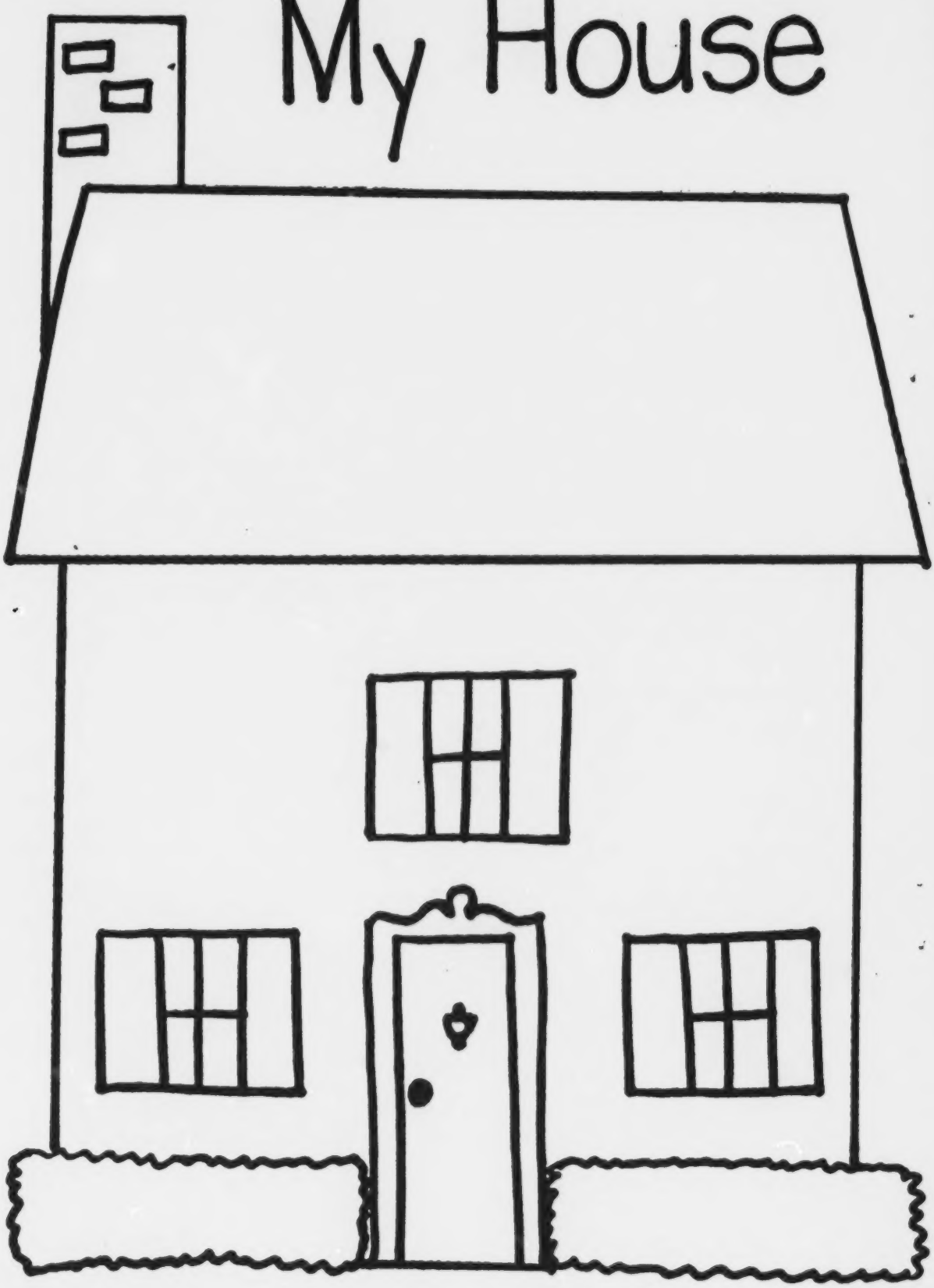
My House

1. My house number



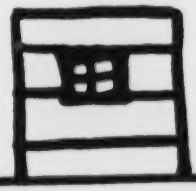
2. My street name

My House

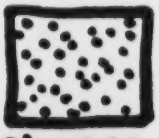


HOUSE EXTERIOR

3 Outside wall



wood


stucco

brick

stone

4 Color of house

red blue green yellow

brown black beige white

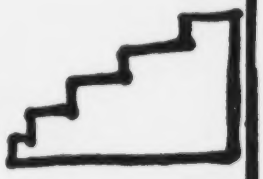
5 Color of shingles

red blue green yellow

brown black beige

My name is_____.

My House

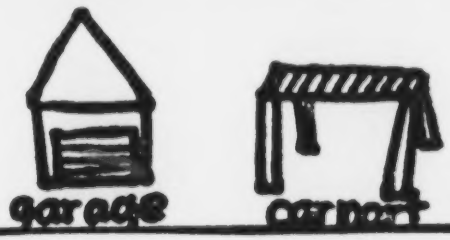
⑥ Number of stairs 

1 2 3 4 5 or more

⑦ Shape of roof

flat pointed

8 garage or carport

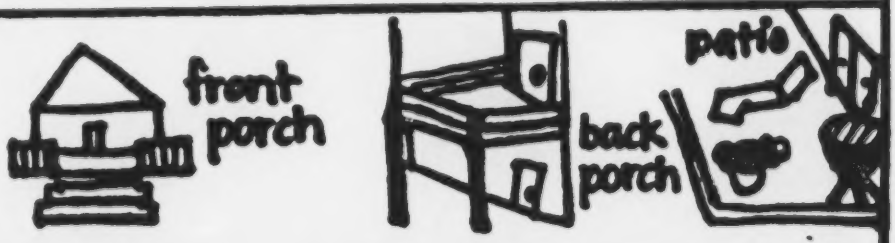


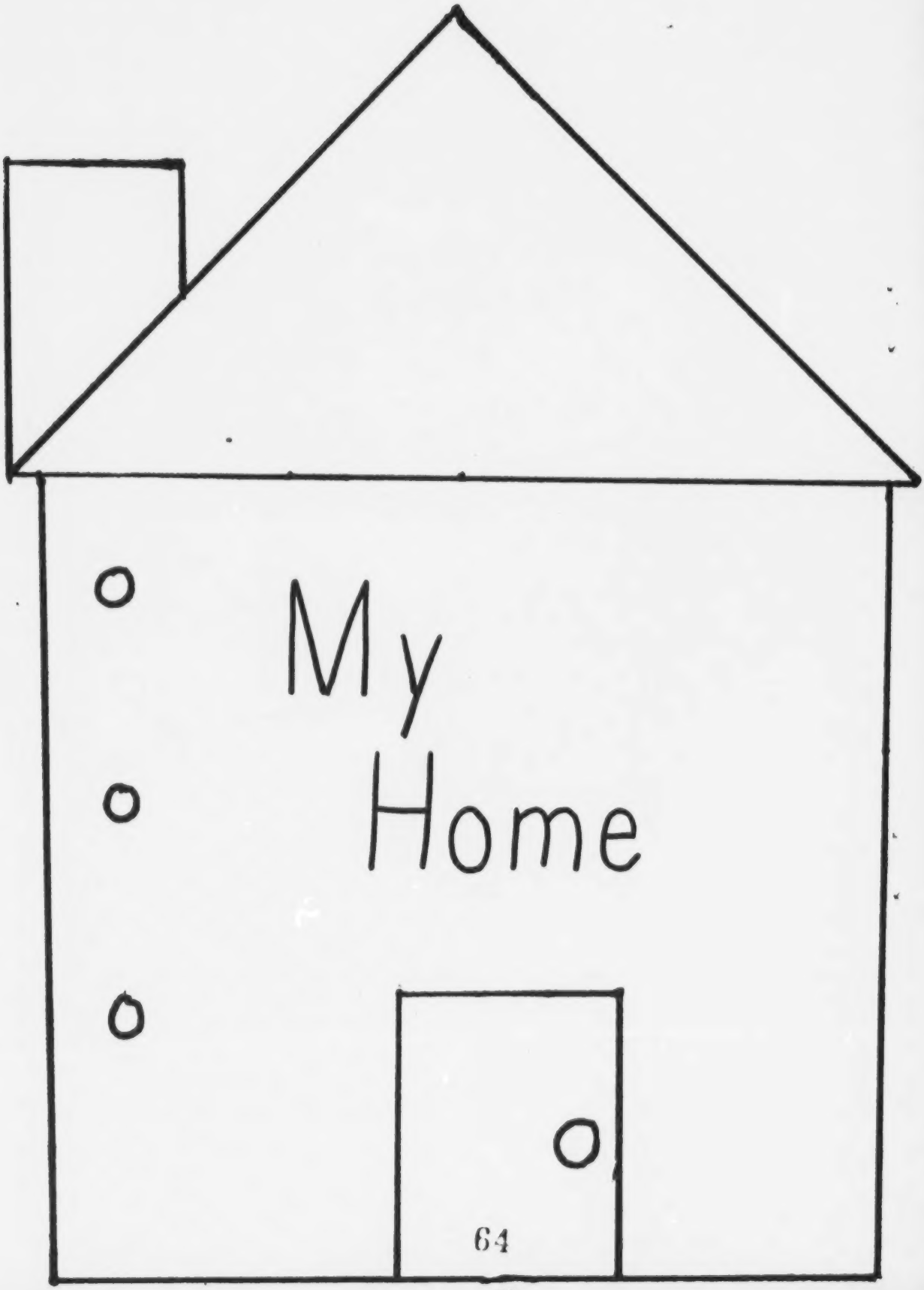
no garage or carport

9 fence

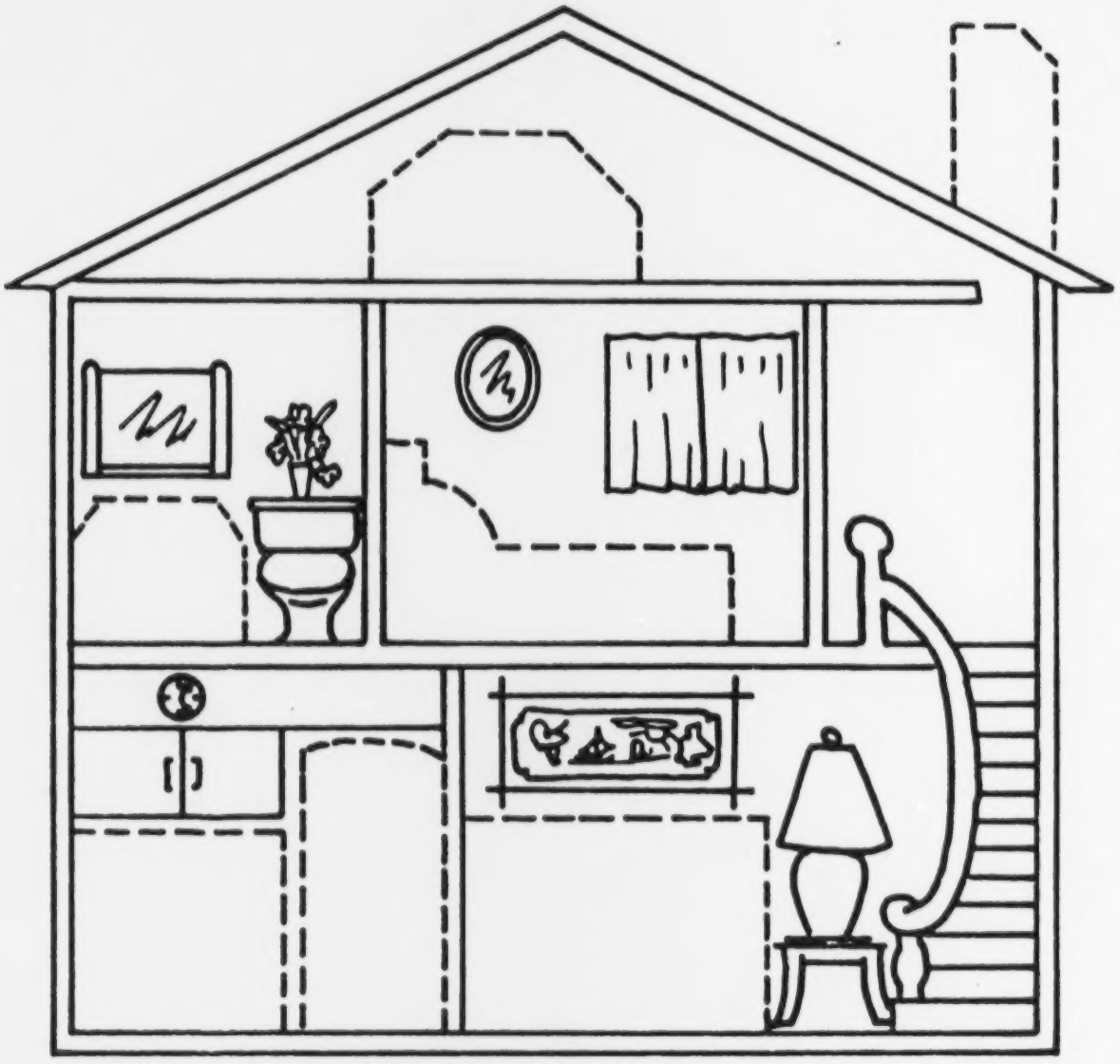
no fence

10 front porch, back porch, patio

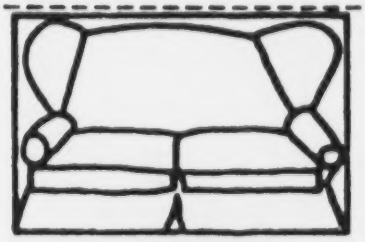


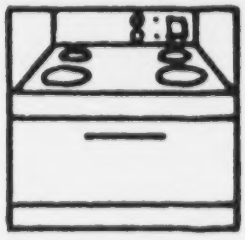

My
Home
64

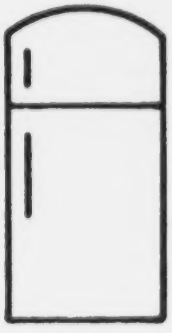
Classifying

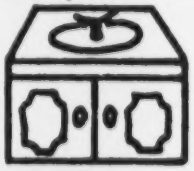


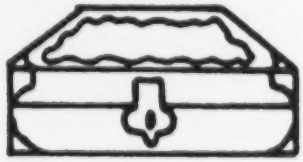
Cut out the pictures and paste them in the correct spaces.

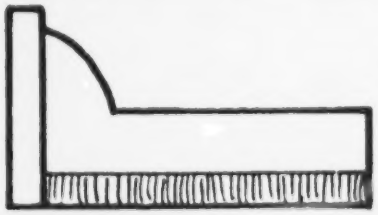












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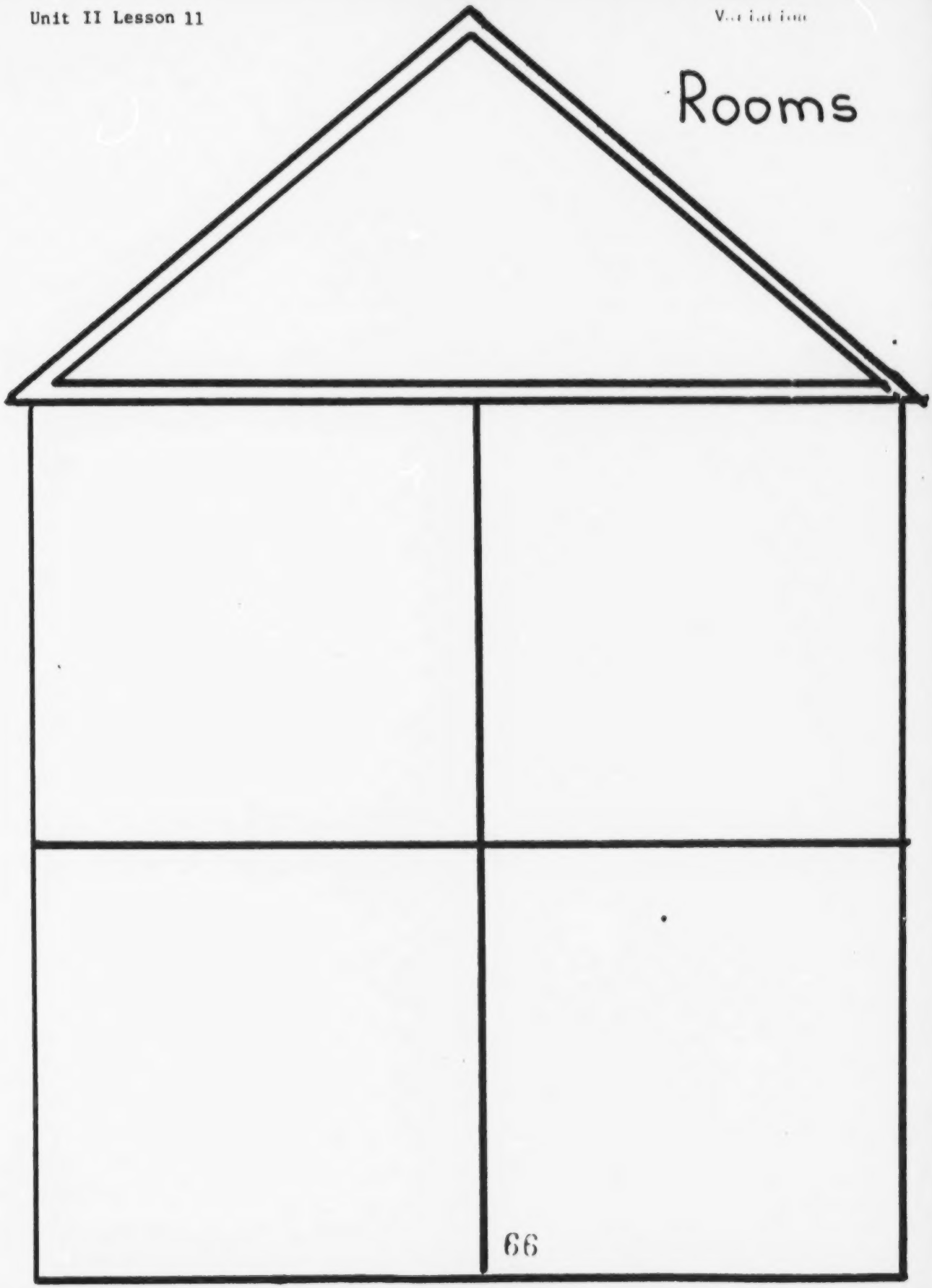
Variation

Rooms



66

UNIT III

FOODS

Lesson 1 — Activities 1-6

Objective: Identification of fruits

Preparation: Duplicate one strawberry master per student for class "Fruits" booklet. Have fruit pictures available from DLM Photo Library Set 2, Basic Vocabulary Builder p. 4, Amiguitos Let's Eat Kit 9, magazines, gardening catalogs or other sources.

Directions: After discussing fruit names, the student will draw and color a fruit on strawberry stencil to add to class "Fruits" booklet.

Lesson 1 — Extension

Objective: Identification of fruits

Preparation: Duplicate the "Fruits" master for each student.

Directions: The student will identify the fruits, cut them out and paste into basket.

Lesson 2 — Activities 1-6

Objective: Identification of vegetables

Preparation: Duplicate one pumpkin master per student for class "Vegetables" booklet. Have pictures available from sources listed in lesson #1.

Directions: Discuss vegetable names. Complete class booklet as in lesson #1.

Lesson 2 — Extension

Objective: Identification of vegetables

Preparation: Duplicate one "Vegetables" master per student.

Directions: The student will identify the vegetables, cut them out and paste into the grocery cart.

BEST COPY AVAILABLE

Lesson 3 — Activities 1-6

Objective: Identification of fruits and vegetables

Preparation: Copy apples, plums and peaches from pattern and mount onto plurals chart or cards (See p. 183).

Directions: After discussing plural endings, the student will place fruit and vegetable cards in appropriate category.

Lesson 4 — Activity 1

Objective: Identification of fruits and vegetables

Preparation: From Basic Vocabulary Builder, p. 4, or other source, prepare "Snap" game board by duplicating 3 pages of fruit and vegetable cards. Make gameboard as described on p. 185 of Open the Lights, adjusting for number of cards. Make a picture answer key with remaining page.

Directions: Game directions on p. 185.

SONGS

FOODS - UNIT III

"Have you Ever Had an Apple?"
Sung to: "Have you Ever Seen a Lassie?"

Have you ever had an apple, an apple, an apple?
Have you ever had an apple
And heard it go "crunch"?

p. 58 More Piggyback Songs

Have you ever had an orange, an orange, an orange?
Have you ever had an orange
And heard it go "slurp"?

Have you ever had a banana, a banana, a banana?
Have you ever had a banana
And heard it go "mush"?

Frank Dally
Akena, IA

"Vegetables"
Sung to: "Mary Had a Little Lamb"

We are pumpkins, big and round
Big and round, big and round.
We are pumpkins, big and round,
Seated on the ground.

p. 39 Piggyback Songs

We are string beans, green and fine...
  Growing on a vine.
We are onions round and white...
  We make soup taste right.
We are carrots, orange and long...
  Help us sing the song.
We are cabbage green or red...
  See our funny head.
We are corn stalks, tall and straight..
  And we taste just great.

Lynn Beaird
Lompoc, CA

BLACKLINE MASTERS FOR UNIT III

Fruits

Cut out all the fruits and paste them in the basket.

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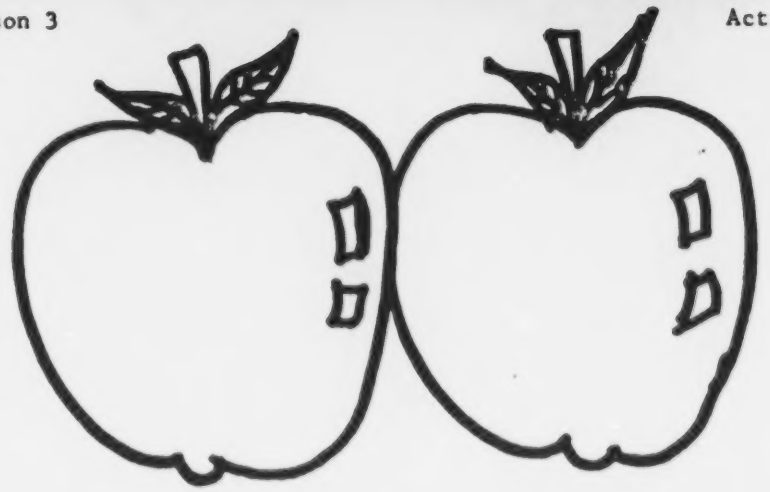
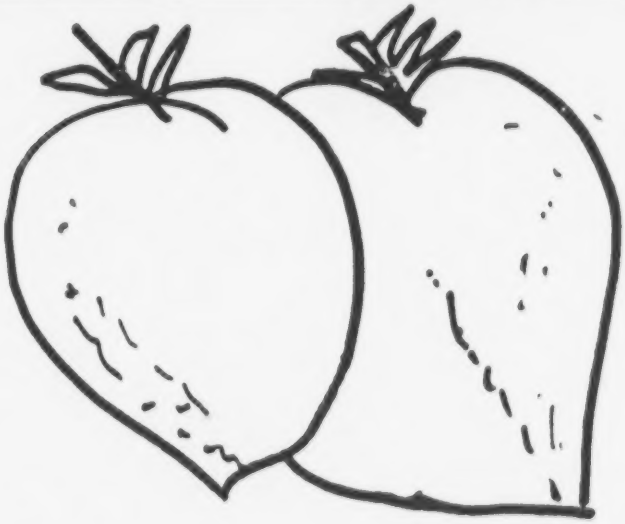


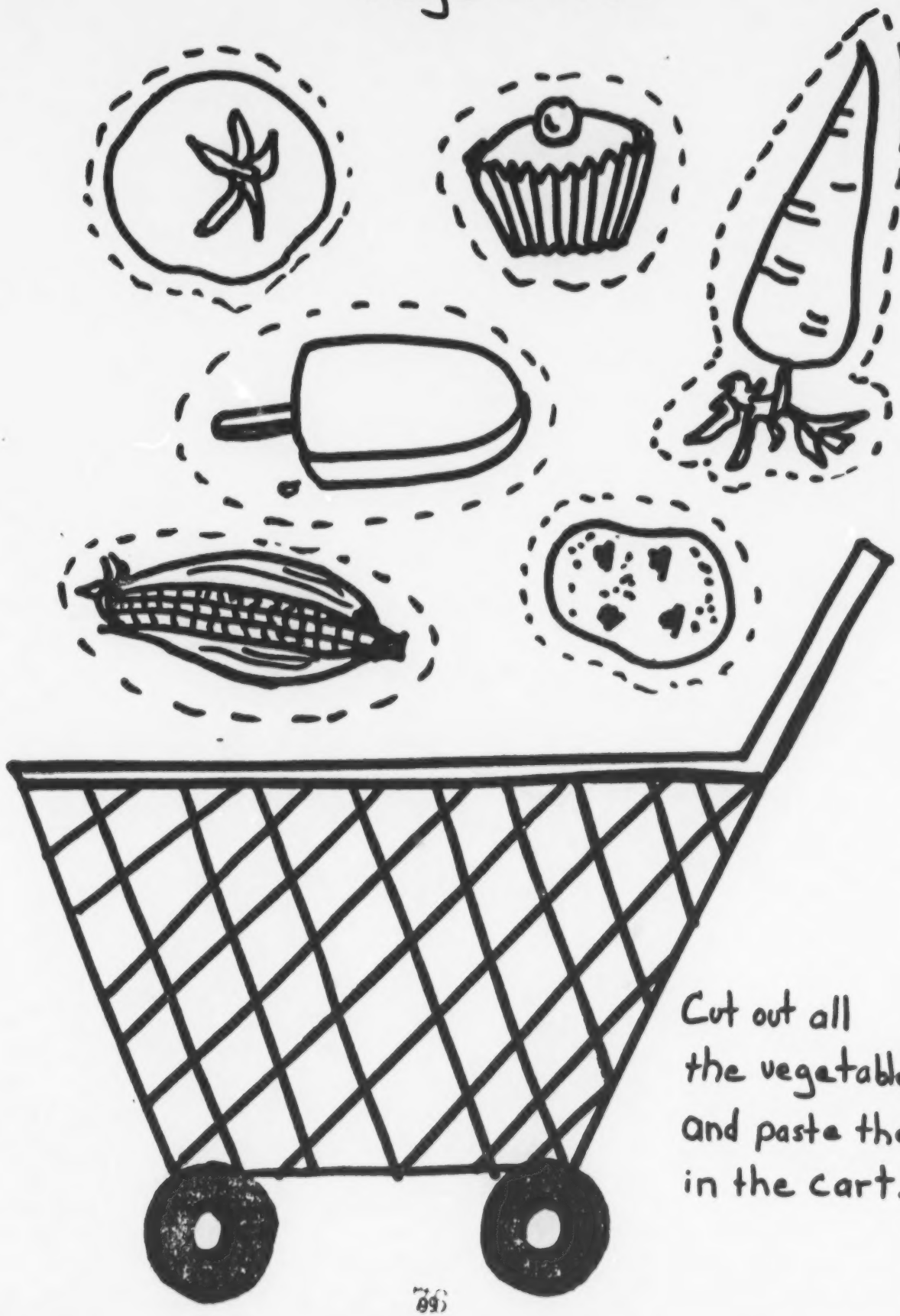
apples

plums



peaches

Vegetables



Cut out all the vegetables and paste them in the cart.

UNIT IV

BODY PARTS

Lesson 1 — Activities 1-3

Objective: Identification of parts of the head

Preparation: Use a ready-made flannel board kit or prepare felt pieces using the patterns provided.

Directions: Follow directions for Activities 1-3 on p. 26.

Lesson 3 — Extension

Objective: Identification of body parts

Preparation: Use the "Body Parts" duplicating master from Basic Vocabulary Builder, p. 7.

Directions: Discuss and color pictures. Create a bingo card or use as desired.

Lesson 4 — Extension

Objective: Identification of body parts.

Preparation: Use the body puzzle from Southwest Lab kit, if available, or "Be, Ba, Bo" body puzzle.

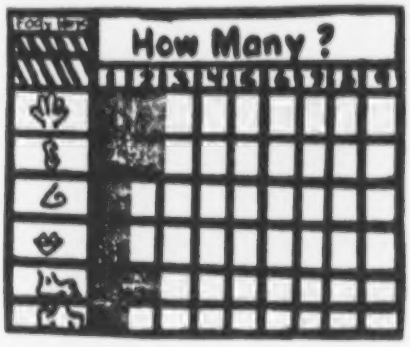
Directions: Use according to Activity 1 - 5.

Lesson 6 — Extension

Objective: Count and graph number of body parts

Preparation: Duplicate the "Body Parts" master from Basic Vocabulary Builder, p. 7, for each student. Duplicate one "How Many?" graph for each student.

Directions: The student will cut and paste selected body parts onto "How Many?" graph. The student will color the graph to correspond to number of personal body parts.



Lesson 11 — Suggested Activity

Objective: Comparisons of height

Preparation: Locate and duplicate worksheets from
(1) Las Claves - Black Line masters
(2) Frank Schaeffer's Word Relationships

Lesson 12 — Variation

Objective: Comparison of heights of family members

Preparation: Copy the face patterns of the family members, if desired.

The student will draw or cut out faces to be used at teacher's discretion for activities 1 - 6 .

Suggestions:

(1) Teacher uses face patterns to make a family flannel board set to compare heights.

(2) The student makes a personal family set.

(3) The student attaches paper strips to faces to compare heights of own family members.

BODY PARTS

STRETCH UP HIGH

Stretch up high.
Stretch down low.
Raise your arms
And away we go.

Make a circle in the air.
Sweep your arms around.
Now the other - do the same
And jump up off the ground.

We like to bend.
We like to stretch.
We make our muscles strong.
Bend, stretch
Bend, stretch
All the whole day long.

First I bend my knees.
Then I stand up tall.
Down, up, down, up
Like a rubber ball.
First I'm short
Then I'm tall.

p. 3 Finger Frolics

HEAD & SHOULDER

My hands upon my head I place.
Upon my shoulder, upon my face.
At my waist and by my side.
And then behind me they will hide.
And let my fingers swiftly fly
Then clap, one - two - three.
And see how quiet they can be?

p. 3 Finger Frolics

BODY PARTS

TEN LITTLE FINGERS

I have ten little fingers and they all
belong to me. (hands upright)
I can make them do things, would you
like to see?
I can shut them up tight. (shut them up into fists)
Or open them wide. (open them wide)
I can put them together, or make them
all hide. (close fists together)
I can make them jump high. (swing hands above head)
I can make them go low. (swing hands down low)
I can fold them up quietly and hold them
just so. (place in lap)

p. 2 Finger Frolics

ALL OF ME

See my eyes. (point to eyes)
See my nose (point to nose)
See my chin. (touch chin)
See my toes. (touch toes)
See my waist. (hands on waist)
See my knee. (touch knee)
Now you have seen all of me! (raise arms)

p. 14 Finger Frolics

TAP, TAP

Point your toe, go tap, tap, tap. (tap toe)
Press your fingers, snap, snap, snap. (snap fingers)
Make your hands go, clap, clap, clap. (clap hands)
Now it's time to take a nap (put hands together, lay head on hands)

p. 14 Finger Frolics

Finger Song
Sung to: "ABC Song"

1, 2, 3, 4, 5 fingertips.
I can touch them to my lips.
I can cover up my eyes,
I can clap them on my thighs,
Now let's do the other hand.
Are you sure you understand?
(repeat)

p. 70 More Piggyback Songs

Mildred Hoffman
Tacoma, WA

80

BODY PARTS

"A Fly is on my Nose"
Sung to: "The Farmer in the Dell"

A fly is on my nose
A fly is on my nose
Heigh-o the Derry-o
A fly is on my nose.

My nose is on my face
My nose is on my face
Heigh-o the Derry-o
My nose is on my face.

My face is on my head
My face is on my head
Heigh-o the Derry-o
My face is on my head.

(Let your children continue with this song as far as they can stretch it out.)

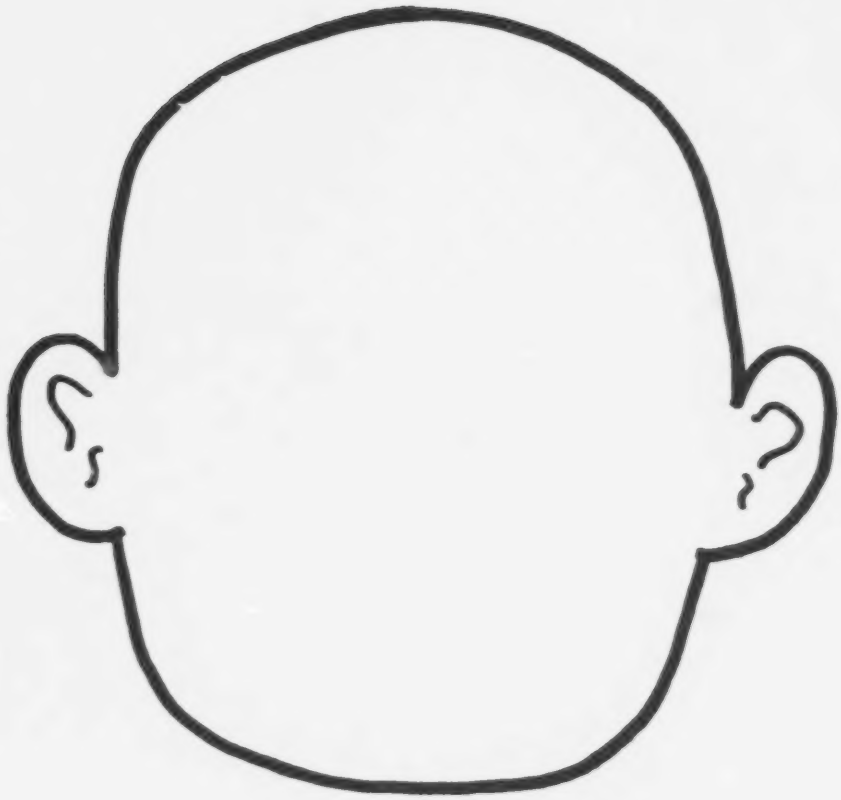
Jean Warren

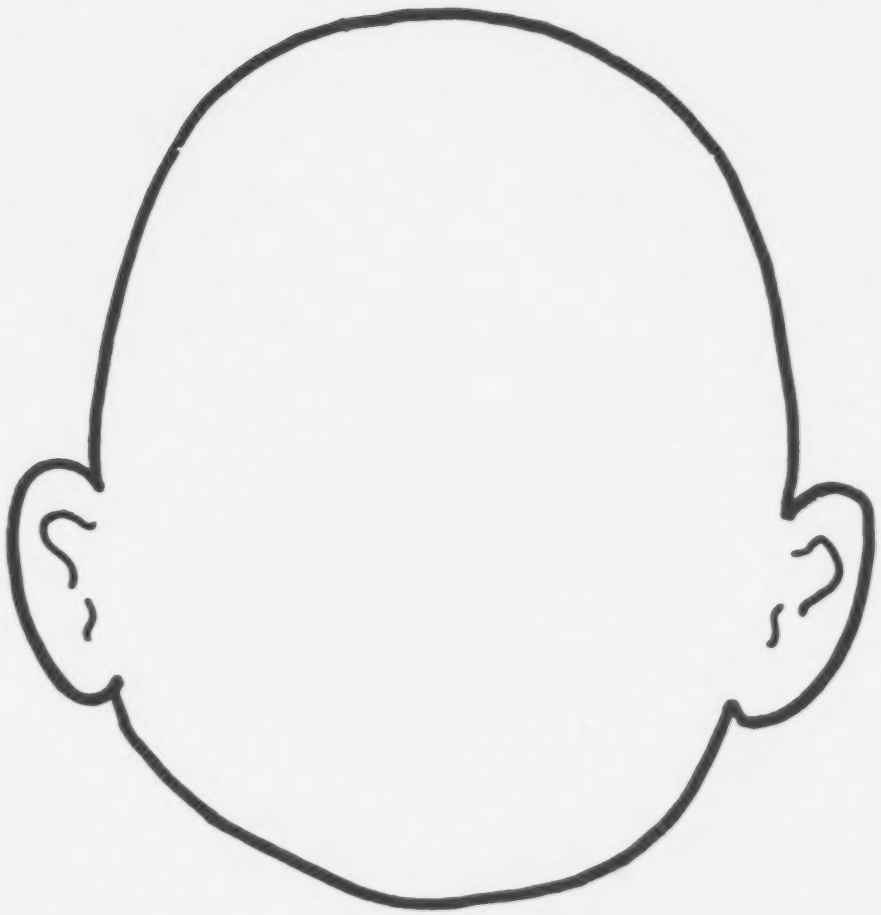
"Naming Parts of the Body"
Sung to: "Twinkle, Twinkle, Little Star"

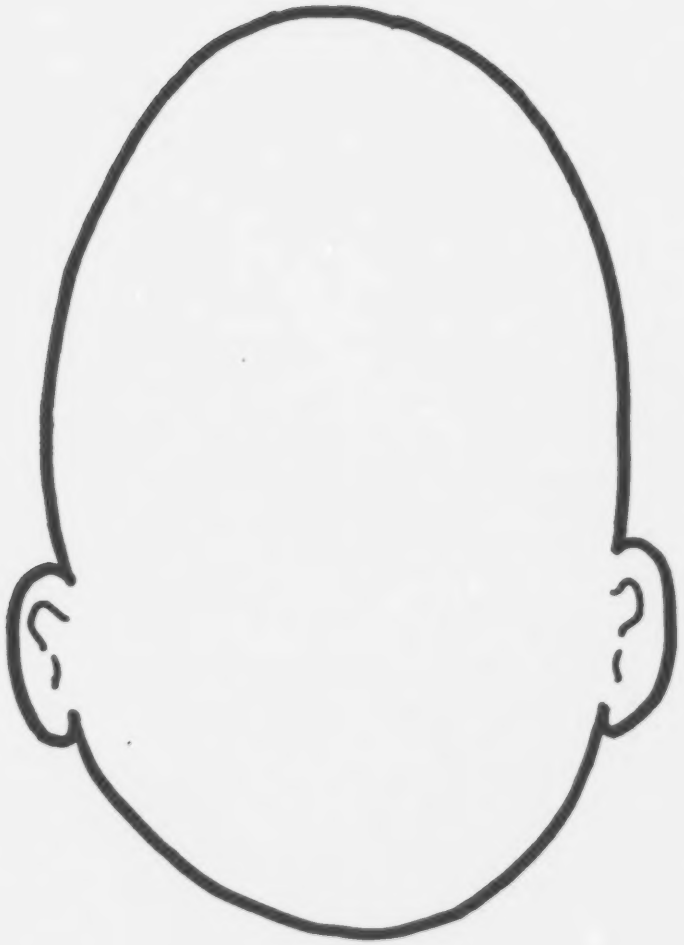
1) If a bird you want to hear,
   You have to listen with your _____ (ears).
2) If you want to dig in sand,
   Hold the shovel in your _____ (hand).
3) To see an airplane as it flies,
   You must open up your _____ (eyes).
4) To smell a violet or a rose,
   You sniff the fragrance through your _____ (nose).
5) When you walk across the street,
   You use two things you call your _____ (feet).
6) East and West and North and South,
   To eat or talk you use your _____ (mouth).

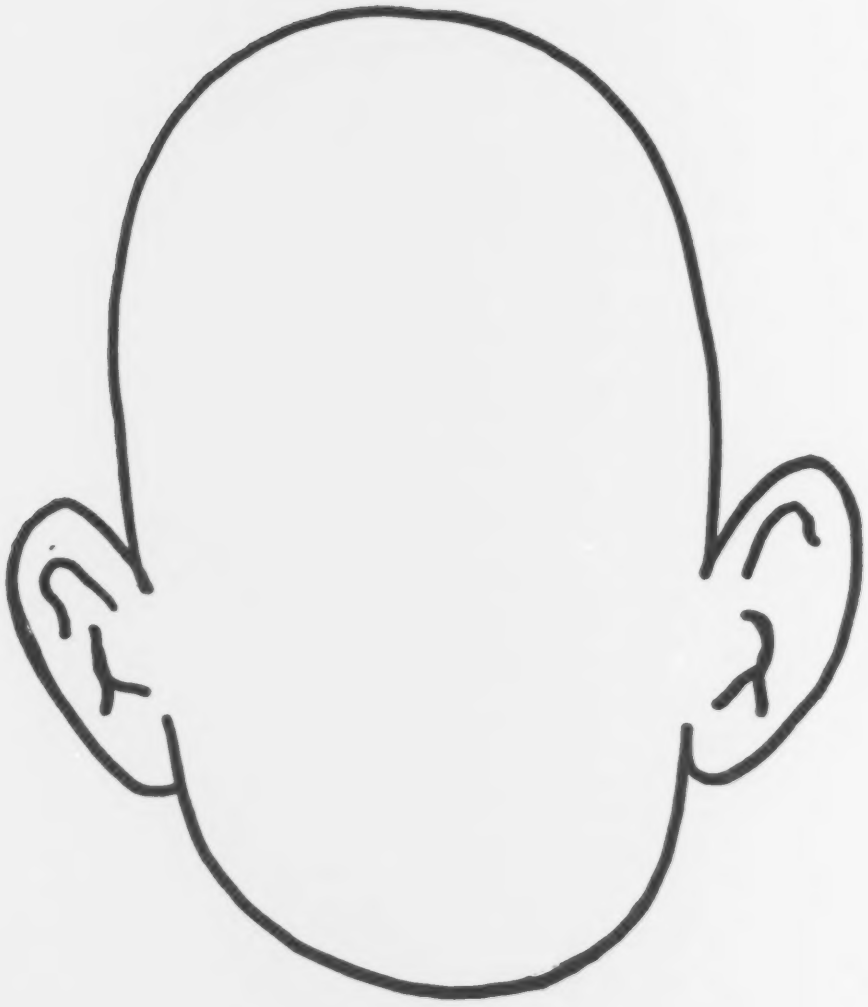
Mrs. Gary McNitt
Adrian, MI

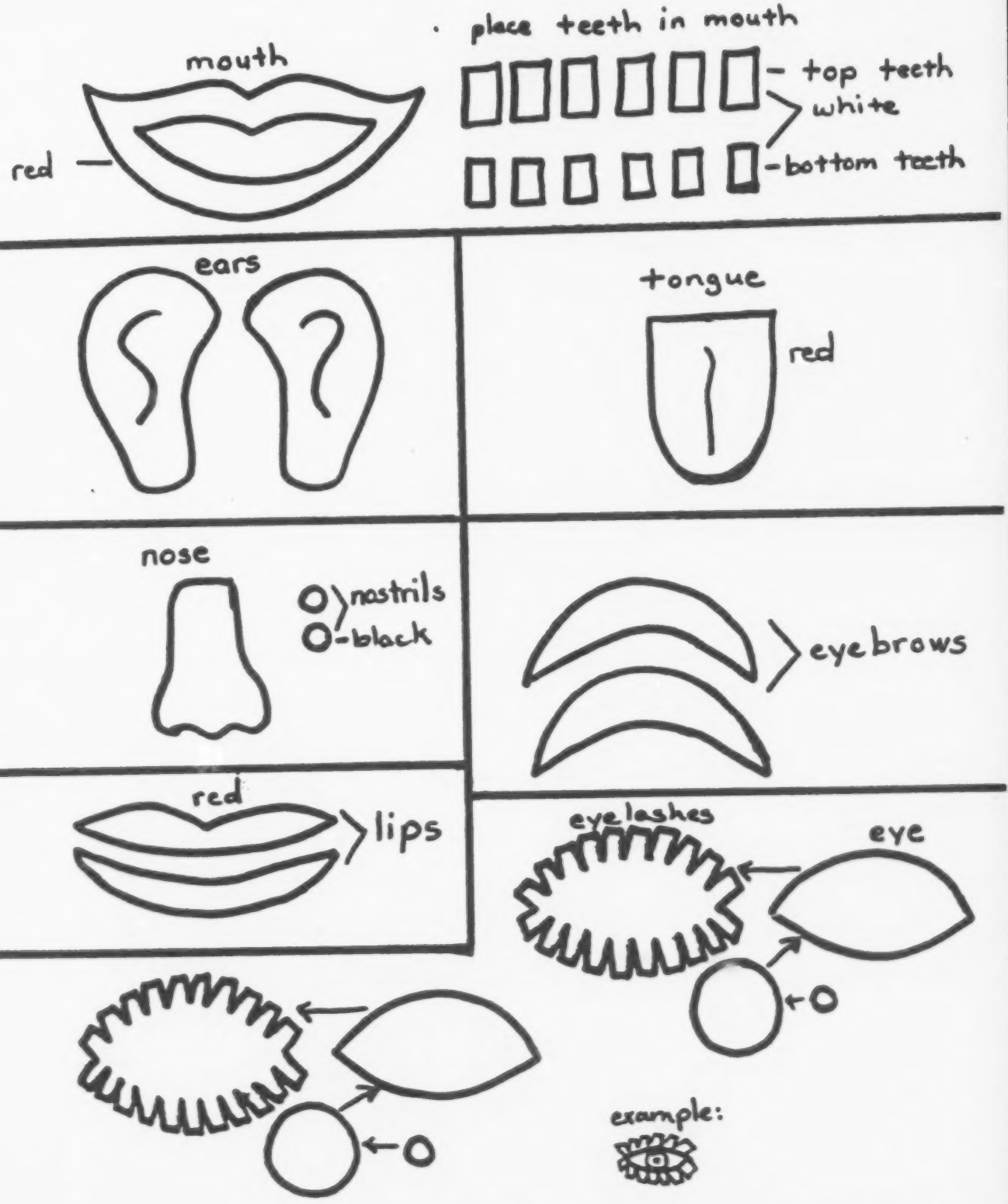
BLACKLINE MASTERS FOR UNIT IV

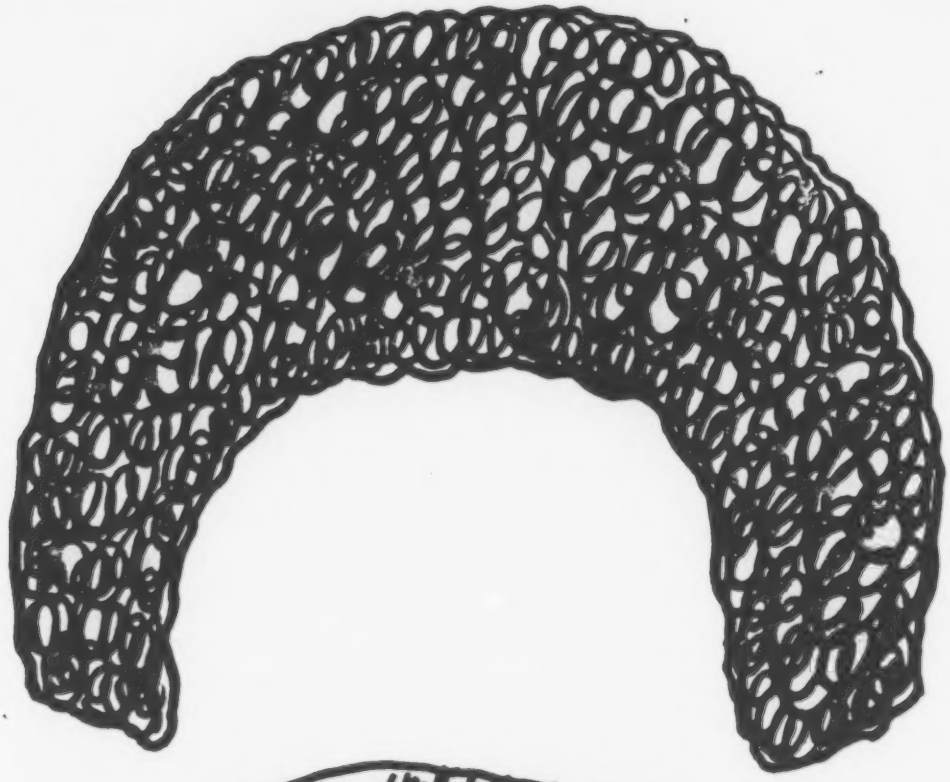


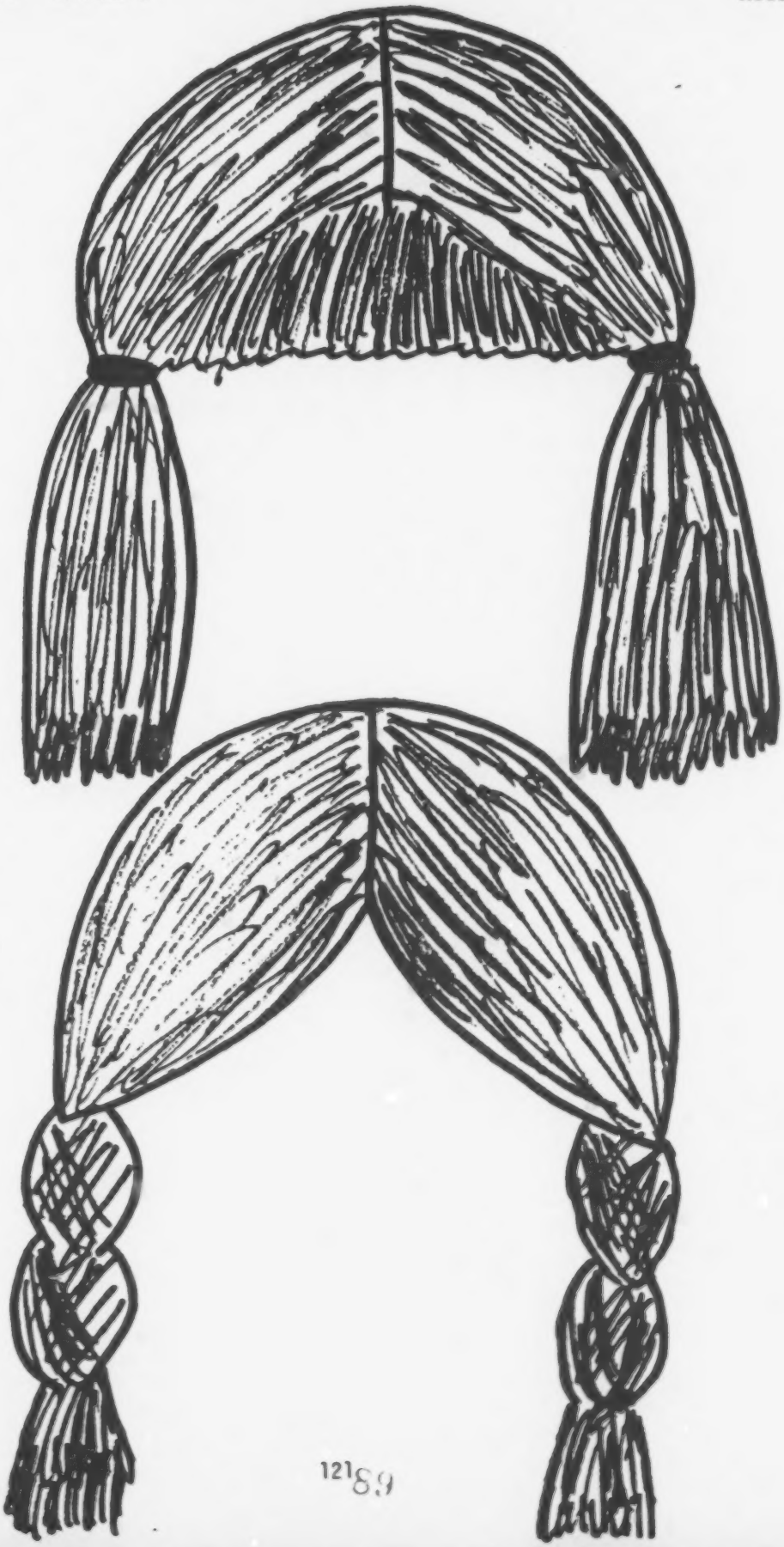


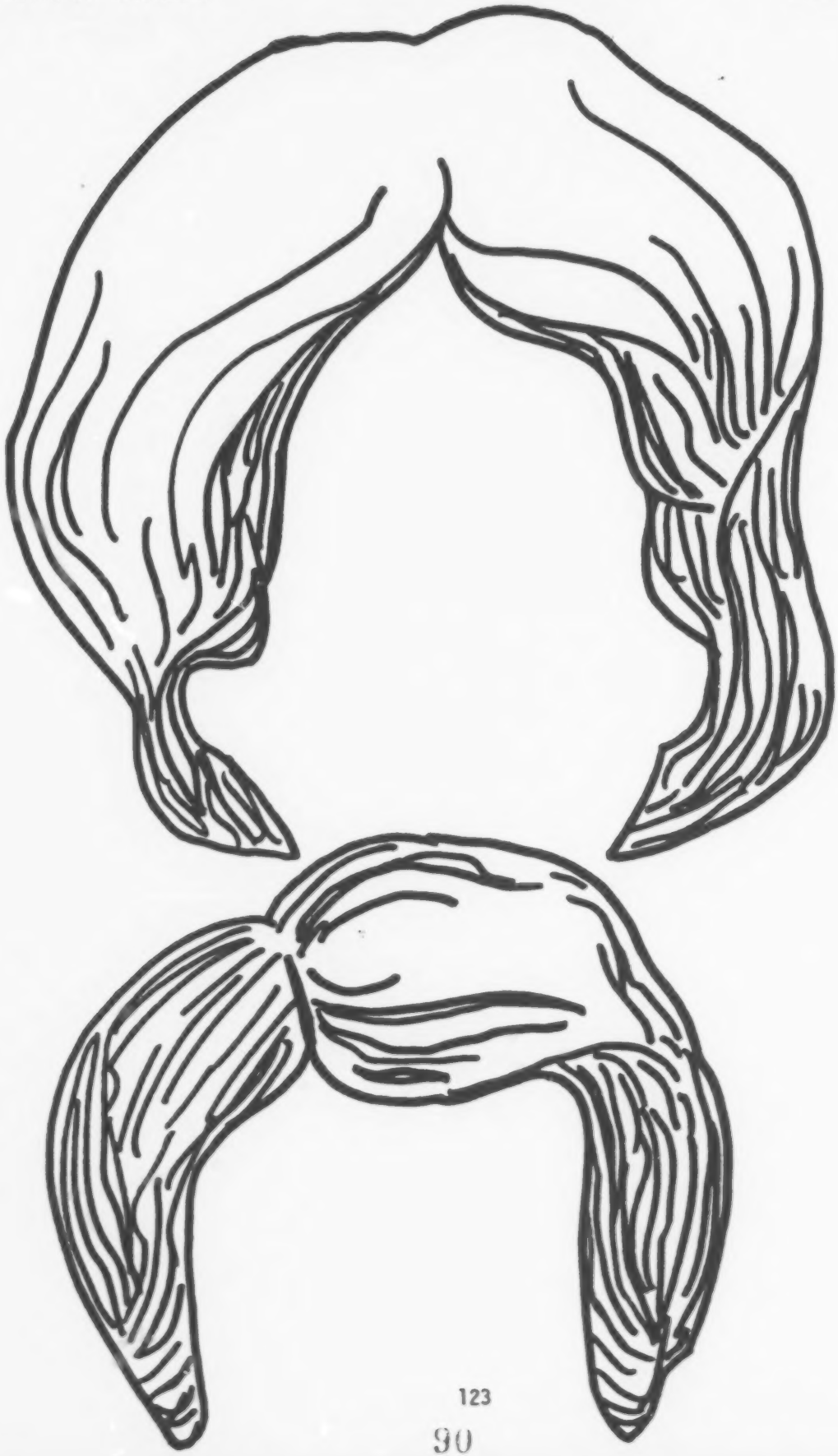





mouth
red
place teeth in mouth
top teeth
white
bottom teeth
ears
tongue
red
nose
nostrils
black
eyebrows
red
lips
eyelashes
eye
example:



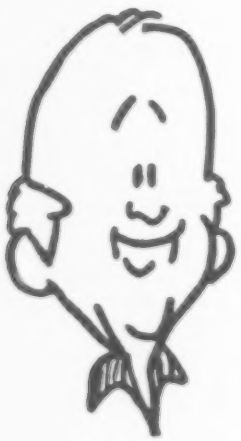




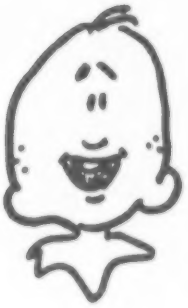
How Many?

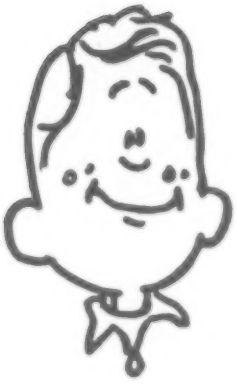
	1	2	3	4	5	6	7	8	9	10	11
Extension											
Lesson 6											
Unit IV											

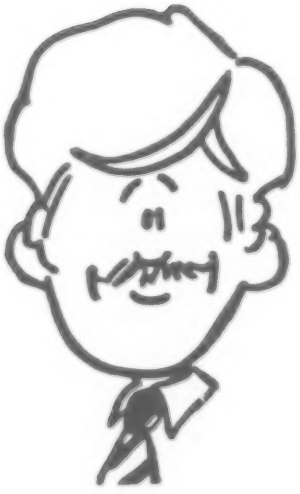
MY FAMILY



From: Harris County Department of Education
Artist-Dave Renner







UNIT V

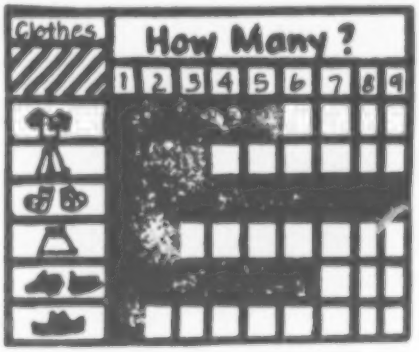
CLOTHING

Lesson 1 — **Extension**

Objective: Identification and classification of clothing

Preparation: Duplicate a "How Many?" graph master for each student. Duplicate page 2, "Clothing" of the Basic Vocabulary Builder or have clothing catalogs available.

Directions: Select six types of clothing to glue on graph. Take a class tally of each one and record on individual graphs.



Lesson 2 — **Activities 1 & 3**

Objective: Identification and classification of male and female clothing.

Preparation: Duplicate one hippo paper doll master on tagboard for each student. Duplicate one set of the clothing master on paper for each student. Prepare a teacher set with fabric clothing if desired.

Directions: Dress and discuss doll using teacher set. The student will cut out the doll and clothing, then color and dress doll as desired.

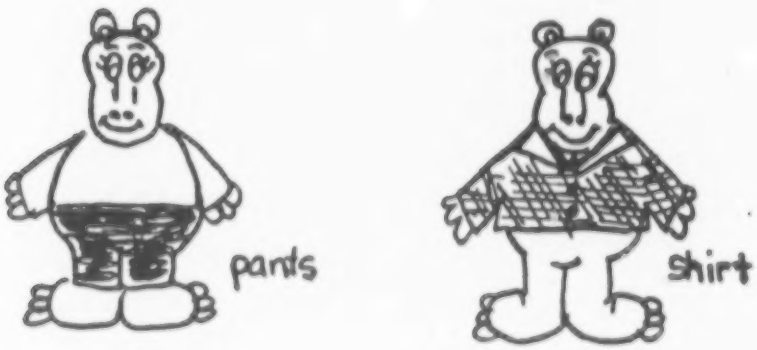
Lesson 3 Activity 4

Objective: Classification of clothing by color

Preparation: Use the hippo paper doll master as pages for "My Clothes" booklet. Duplicate 3 - 6 pages per student.

Directions: The student will draw and color one piece of clothing on each page.

For example:

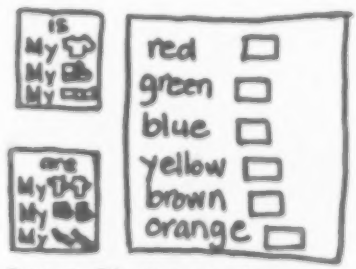


Lesson 4 Activities 1-5

Objective: Classification of clothing by color.

Preparation: Prepare wall chart. Replace words with pictures from catalog or other sources.

Directions: Same as p. 56-57 of Open the Lights.



See p. 56 Open the Lights

Lesson 5 — Activities 1 & 2

Objective: Identification and classification of patterns of clothing

Preparation: Teacher copies or traces clothing patterns onto tagboard and glues on fabric or wallpaper samples to model various patterned clothes.

Directions: Discuss patterns with class. Materials may be used in a center as a matching activity.

Lesson 8 — Extension

Objective: Identification of pairs of clothing items.

Preparation: Duplicate the shoes and socks "Pairs" master.

Directions: The student will match, color, cut and paste pairs of socks and shoes together.

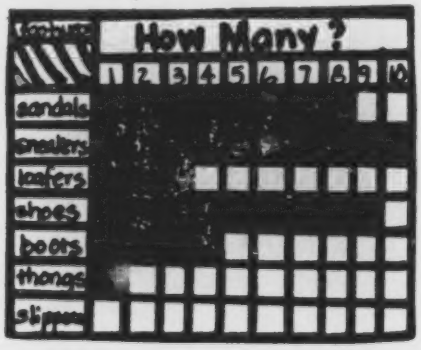
Lesson 10 — Extension

Objective: Identification and classification of footwear

Preparation: Duplicate the "How Many?" graph master and have clothing catalogs or drawing paper available to place on graph.

Directions: The student will cut out or draw different kinds of footwear and glue onto graph. A class tally is taken and recorded.

Suggestion: This can be done on a class graph instead of individual graphs.



Lesson 11 — Variation

Objective: Possession of clothing

Preparation: Use clothing from Lesson 5 or a current drawing of student's clothing.

Directions: Place drawings in a stack. The student will select one and match it to its owner.

Lesson 12 — Extension

Objective: Sequence of dressing

Preparation: Have the record or words to "This is the Way We Get Up in the Morning."

Directions: Sing and vary words as needed.

Lesson 13 — Suggested Activity

Use: Dressy Bessy
Dapper Dan
"We Dress for the Weather" (Flannel Board kit)
Any dolls that can be dressed.
(Hefferman School Supply Co. Inc.
2111 West Avenue
San Antonis, TX 78201)

Lesson 14 — Variation of Activity 3

Objective: Sequence of dressing

Preparation: Have the record or words to "This is the Way We Get up in the Morning." Duplicate the sequence of dressing master.

Directions: (1) Sing and act out song.
(2) The student will color, cut and paste pictures from worksheet in the appropriate order.

CLOTHING

Lesson 14

Finger Play

GETTING DRESSED

When I wake up in the morning
I yawn and rub my eyes. (yawn, stretch, rub eyes)
Then I hop right out of bed
And do an exercise.
One, and two, and three, and four.
Reach way high, then touch the floor (stretch hands up then touch the floor)
I go into the bathroom
To wash my hands and face. (act out washing hands and face)
I brush my teeth until they shine (brush teeth and hair)
Then comb every hair in place.
Next, I put my clothes on,
Fast, but carefully (put on clothes)
And when I am all ready,
I'm very pleased with me. (happy look, hands on hips)

BLACKLINE MASTERS FOR UNIT V

How Many?

	1	2	3	4	5	6	7	8	9	10	11

Extension

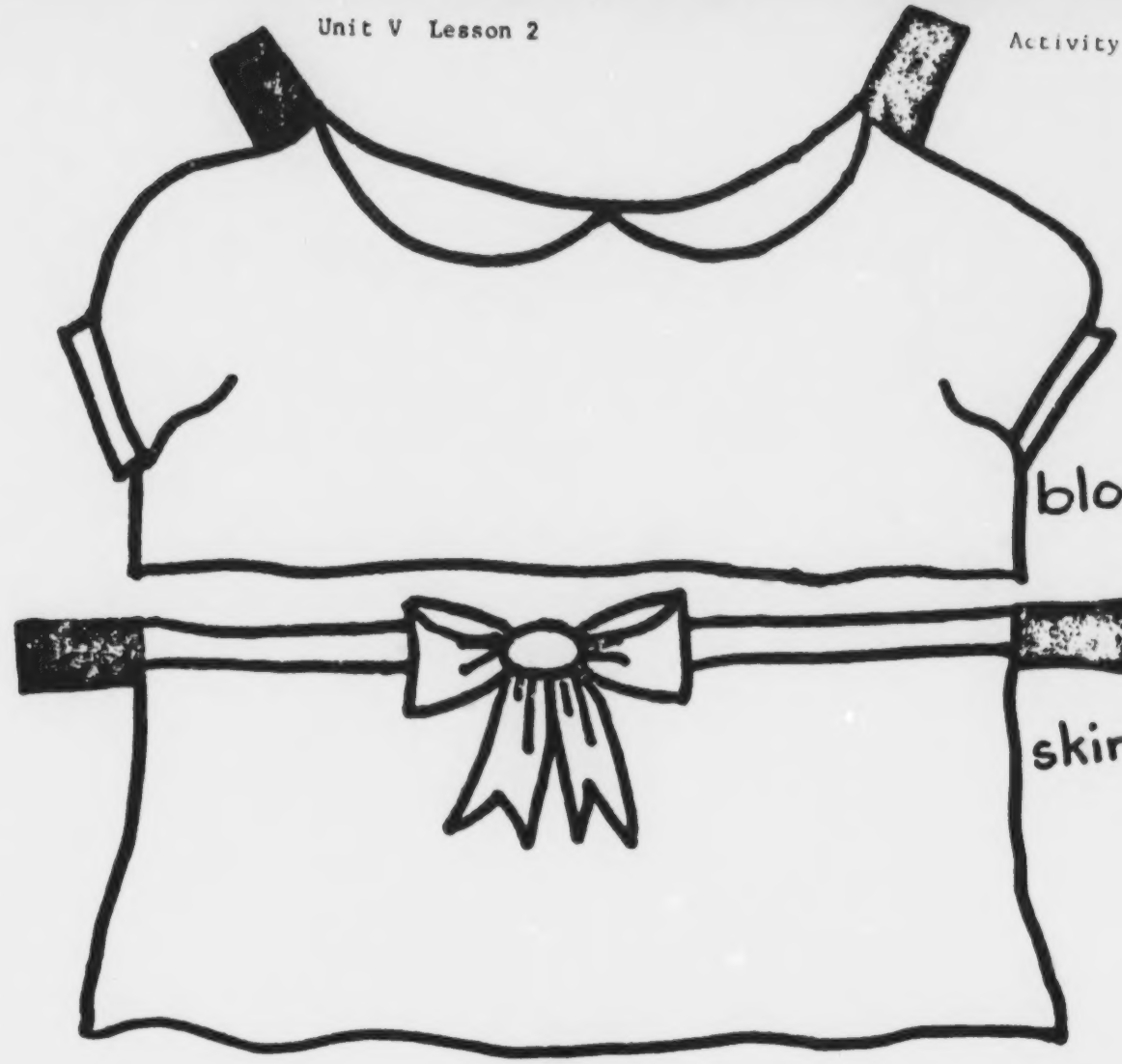
Lesson 1

Unit V

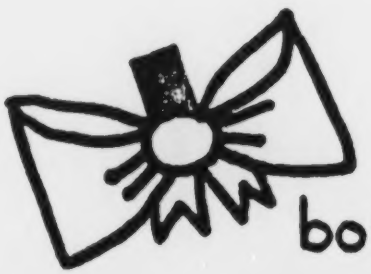
101

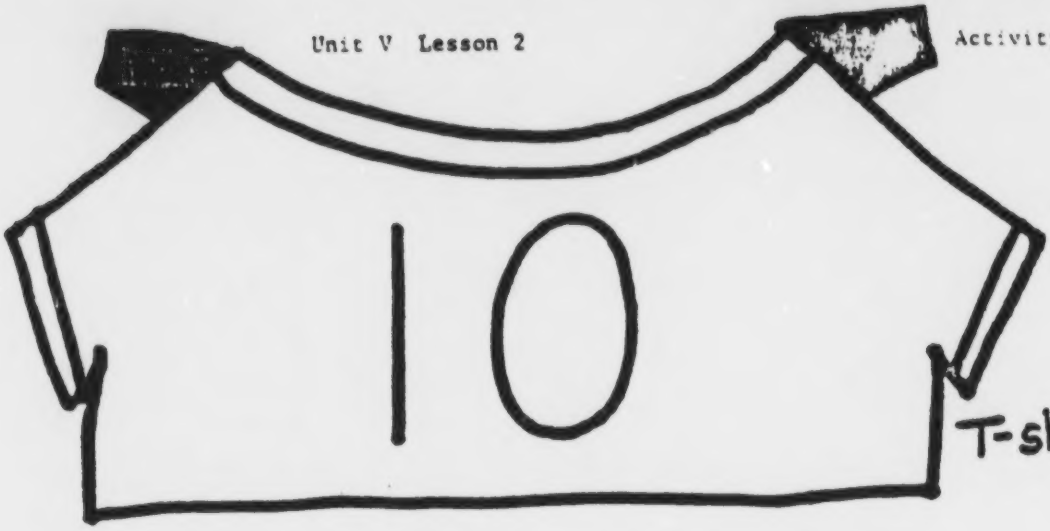
139

102

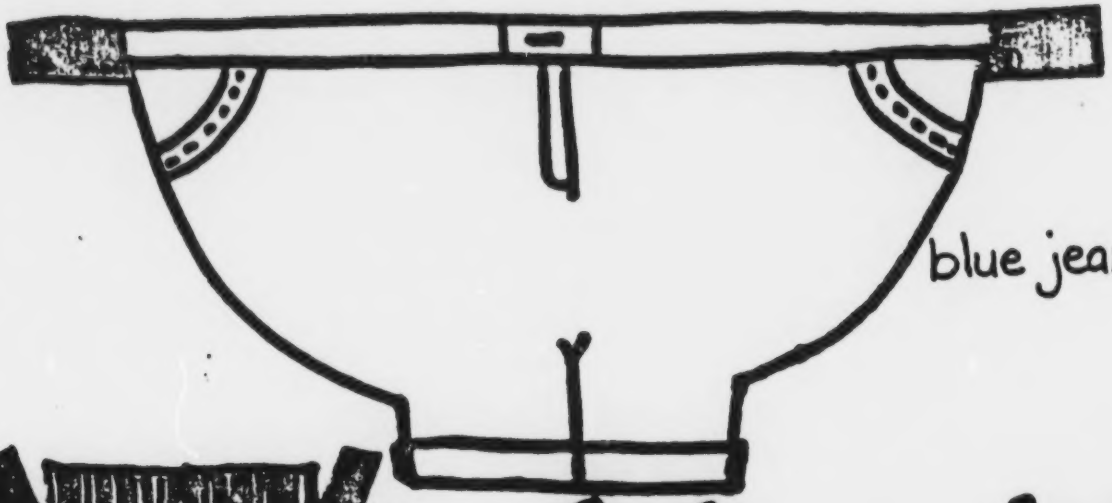

blouse
skirt

socks
shoes

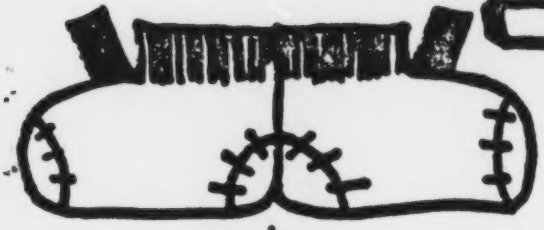

bow (for hair)



T-shirt



blue jeans

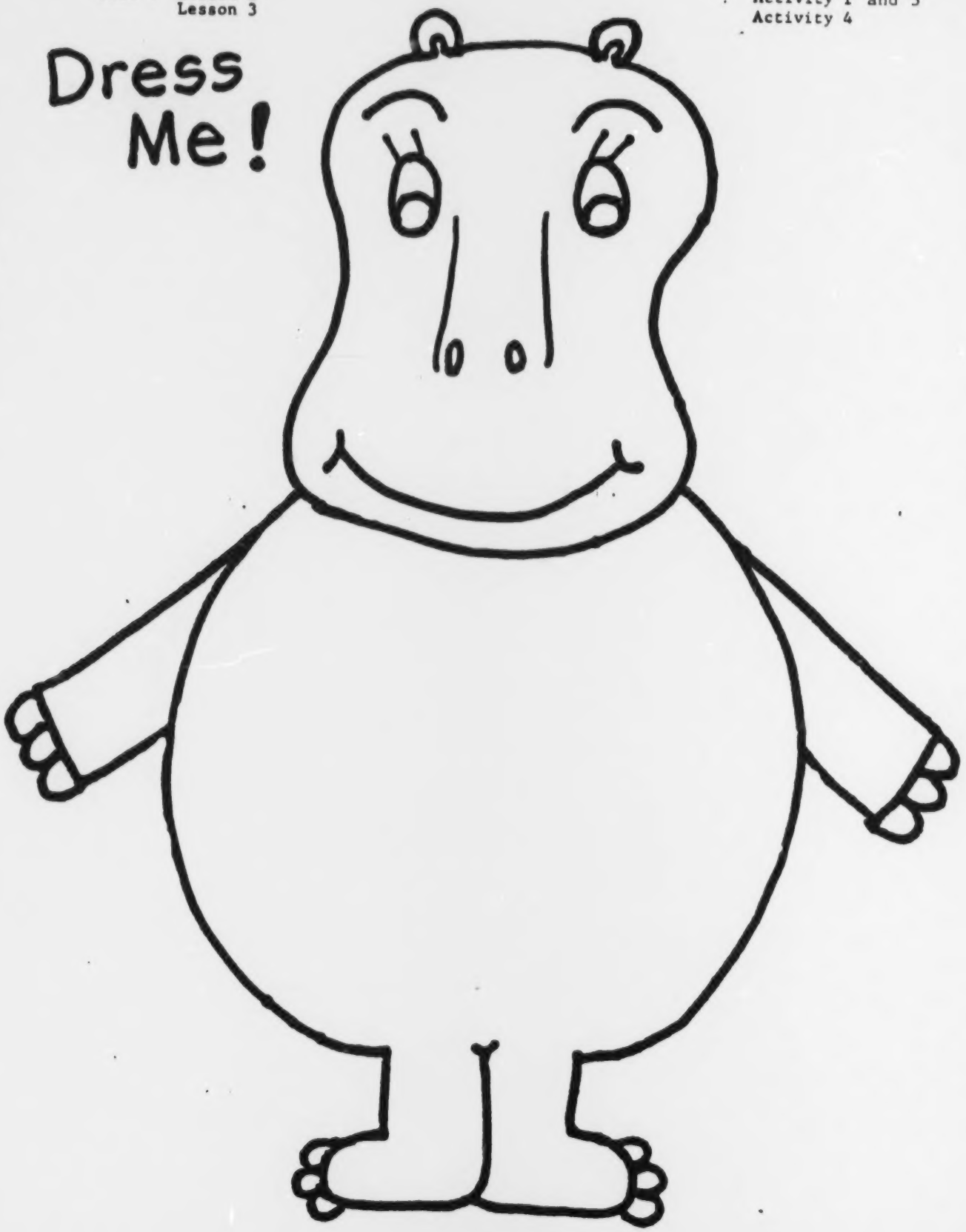


socks

tennis shoes

cap

Dress Me!

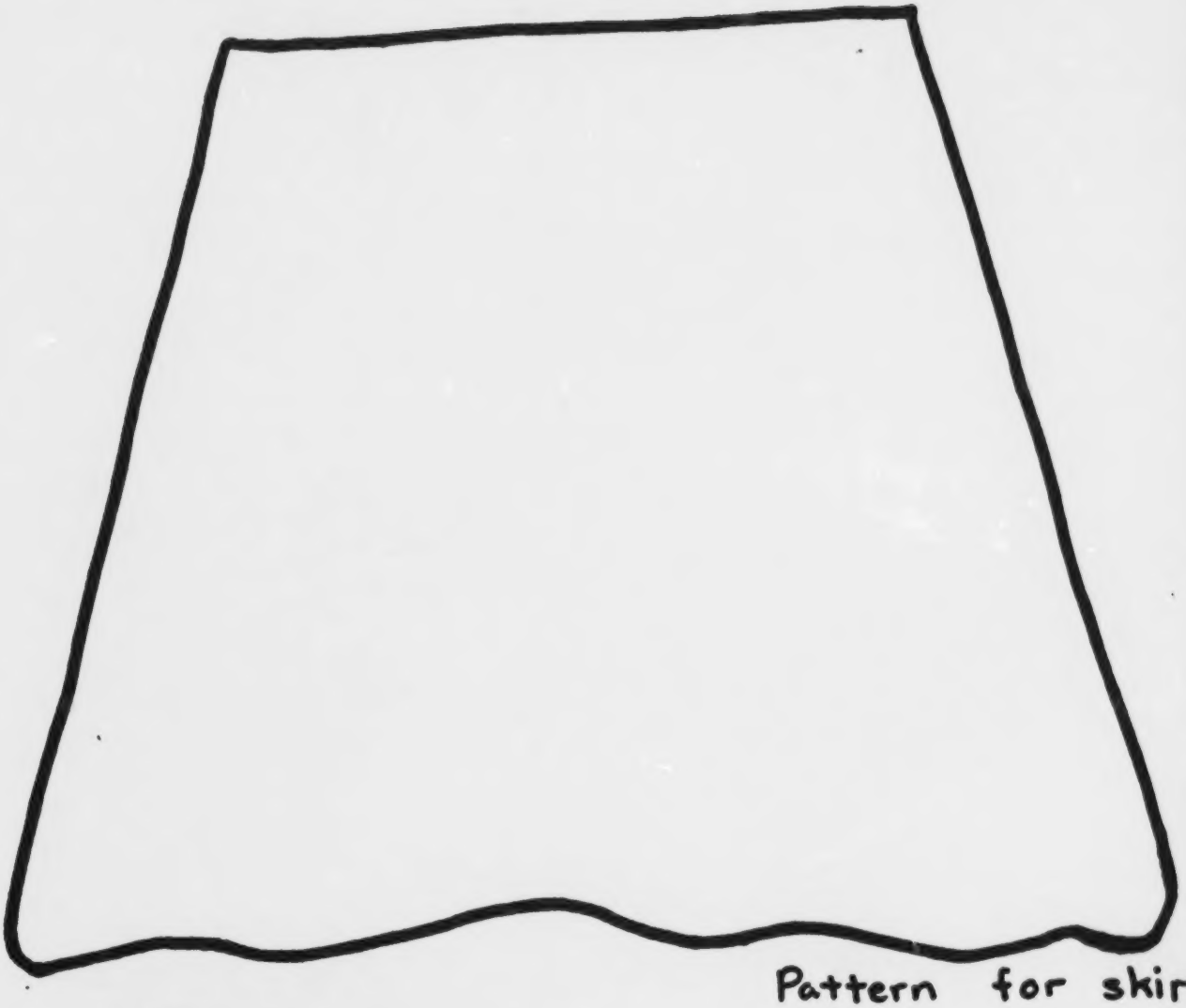


Pattern for pants.

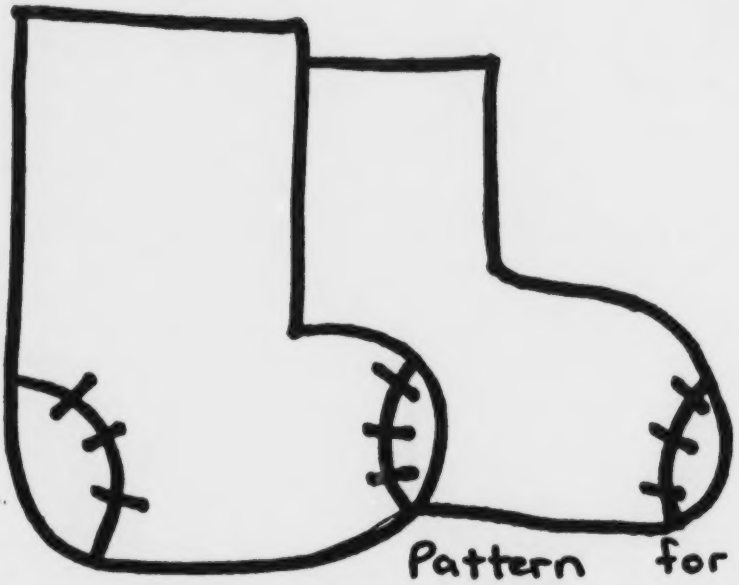
Pattern for dress.

Pattern for shirt or t-shirt.

Pattern for blouse.



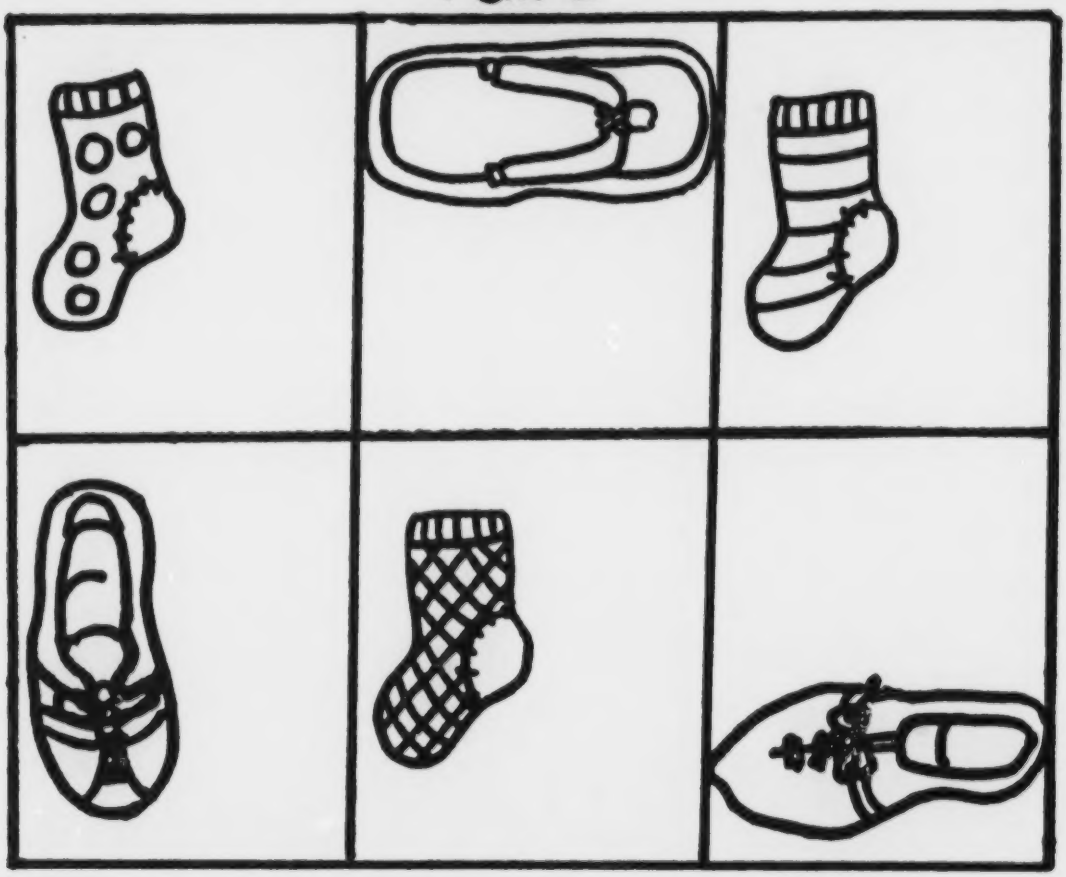
Pattern for skirt.

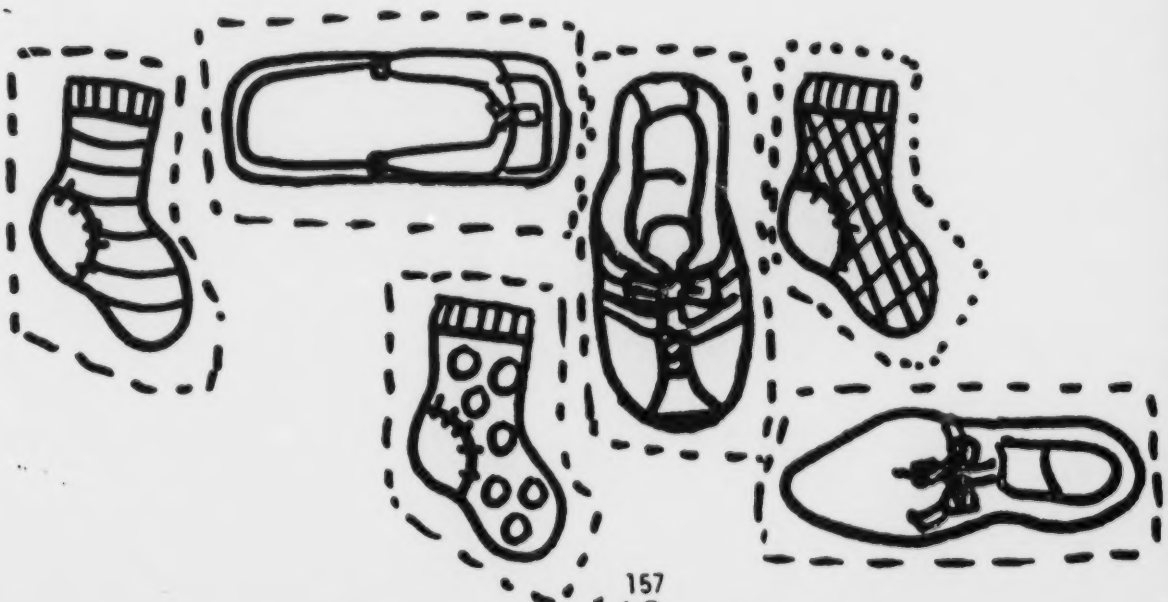


Pattern for socks.

Name _____

Pairs



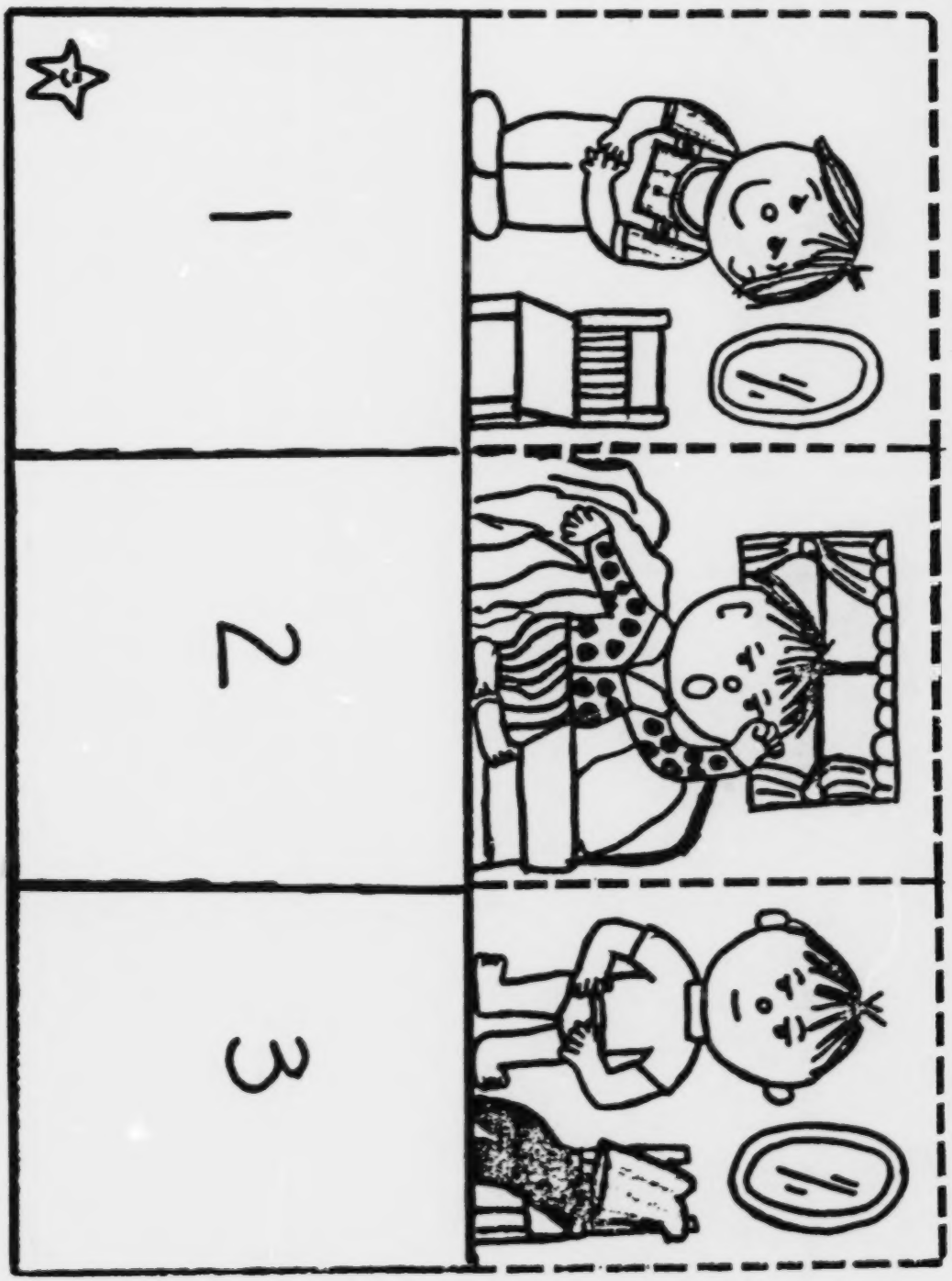


How Many?

	1	2	3	4	5	6	7	8	9	10	11
Extension											
Lesson 10											
Unit V											

Name _____

Cut and paste pictures in order.



UNIT VI

SHAPES

Lesson 2 — Activities 4 & 5 Extensions

Objective: Classification of plane and solid round shapes.

Preparation: Duplicate the "Round" master to be used as a booklet cover.

Directions: Use as described for Activity 4 & 5

NOTE: Covers are included for rectangle, triangle, and square booklets.

Lesson 6 — Activity 3 Variation #1 & #6

Objective: Identification of plane shapes

Preparation: Duplicate 5 pig masters (1 to be used as a cover) and shape masters for each student. These will be used to make a shape booklet.

Directions: The student will cut out shapes from the shape pages and paste onto the corresponding booklet page.

Lesson 7 — Suggested Activity

Use "The Three Bears" or "Three Billy Goats Gruff" story to reinforce the concept of small, medium and large. Use the billy goat puppets and bridge from Unit VIII, Positions in Space, lesson 11, if desired to demonstrate concepts.

Lesson 8 — Activity 2

Objective: Classification of sizes of plane shapes

Preparation: Duplicate the set of category card masters. Each student may be given a set, or one set may be made on tagboard and used as a learning center activity.

Directions: The student will cut out shapes and paste onto correct card or match pre-cut pieces of center game to cards.

Lesson 10 — Activities 1 & 2

Objective: Recognition of number and color of plane shapes.

Preparation: Duplicate 3-6 blank booklet cards per student. Duplicate one shape card on tagboard per student to be used as a pattern. This activity can be prepared as a learning center activity.

Directions: The student will cut out shape patterns and trace shapes onto construction paper. The construction paper shapes are glued onto card according to directions for Activity 2.

Lesson 11 — Activities 1 & 3

Objective: Recognition of numbers, colors and sizes of plane shapes.

Preparation: Duplicate the booklet cover for individual or class "Shape Creations" book.

Directions: The student will make an attribute block creation according to activity #1. Then student will trace and color their creation according to activity #3. Pages can be added to the class or individual booklet during center time.

Lesson 12 — Activities 1 & 3

Objective: Discrimination of the characteristics of plane shapes

Preparation: Duplicate the booklet cover for an individual or class "Shape People" booklet.

Directions: The student will make an attribute block creation according to activity #1. Then student will trace and color their creation according to activity #3. Pages can be added to the class or individual booklet during center time.

Lesson 13 — Activities 1 & 3

Objective: Comparison of sizes of plane shapes

Preparation: Duplicate the shapes from lesson #6 to prepare teacher-made shape/color cards. Duplicate shape patterns from lesson #10 if attribute blocks are unavailable for student use.

Directions: The student will make shape/size/color cards according to activity #3.

UNIT VI - SHAPES

"One Blue Square"
Sung to: "Three Blind Mice" p. 48 Piggyback Songs

One blue square
One blue square
See how it's shaped
See how it's shaped
Four big corners it does have
Four big corners it does have
One blue square
One blue square

Mary Kelleher
Lynn, MA

"Circle Song"
Sung to: "Jingle Bells"

Round circles, Round circles, Round circles to make
Oh what fun it is to draw round circles to shake
Oh, round circles, round circles, round circles to make.
Oh what fun it is to draw round circles to shake.

(After the children have made their circles, we sing this song and hold them up and shake them when the song says.)

Mary Kelleher
Lynn, MA

"Color Song"
Sung to: "Twinkle, Twinkle Little Star"
(using first 4 measures only)

Put your *red shape in the air
Hold it high and leave it there

Put your red shape on your back
Now please lay it on your lap

Hold your red shape in your hand
Now will everyone please stand

Wave your red shape at the door
Now please lay it on the floor

Hold your red shape and jump, jump, jump
Throw your red shape way, way up.

*Substitute different colors. (Cut several shapes from different colors of construction paper. Great for recognizing colors, shapes and directions.)

Trish Peckham
Raleigh, NC

FINGER PLAYS

UNIT VI - SHAPES

Right Circle, Left Square — p. 91 Finger Frolics

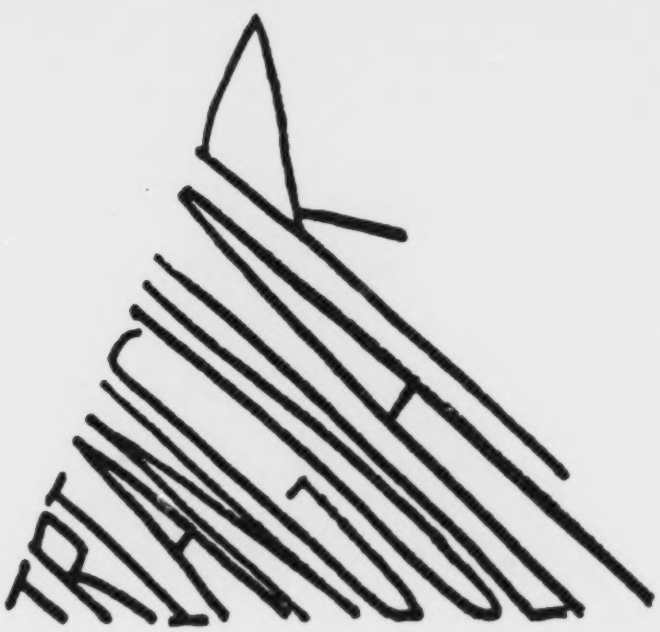
Close my eyes, shut them tight.
Make a circle with my right.
Keep them shut, make it fair,
With my left hand, make a square.

Simple Plane Geometry — p. 90 Finger Frolics

One straight finger makes a line, (hold up on index finger)
Two straight lines make one "X" sign.(cross index fingers)
Three lines make a triangle there, (form triangle with indexes touching and thumbs touching)
And one more line will make a square.(form square with hands)

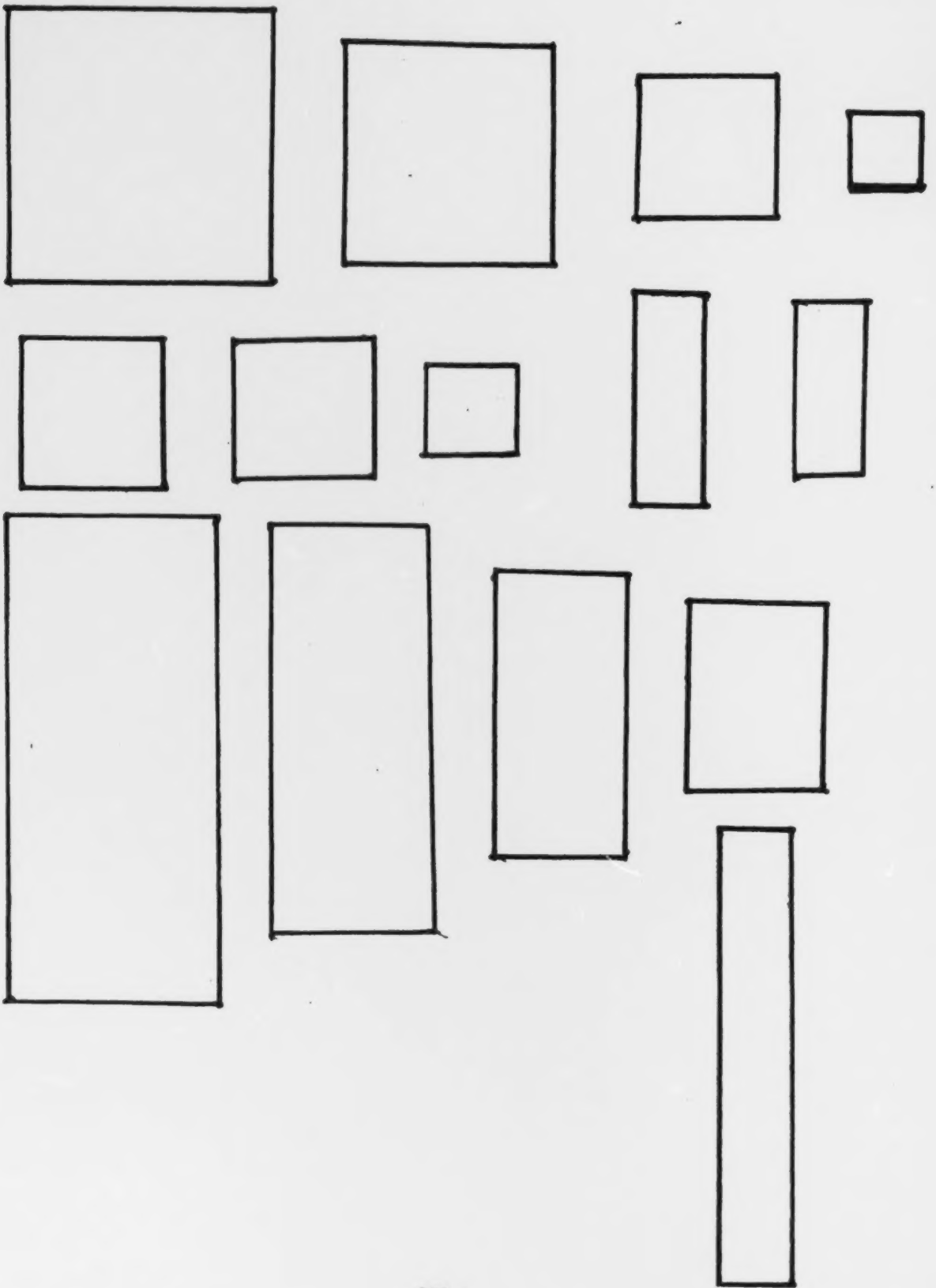
BLACKLINE MASTERS FOR UNIT VI

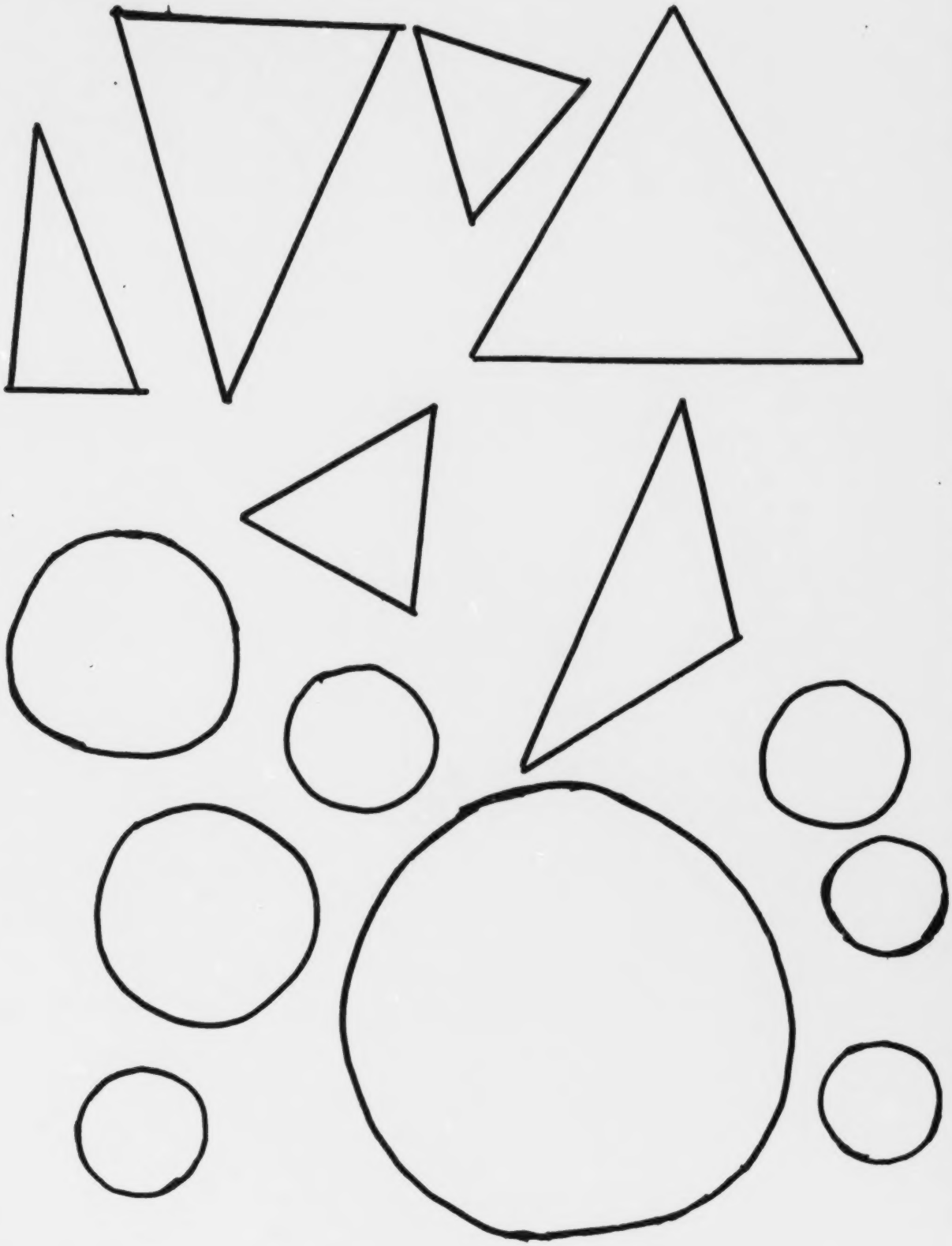
ROUND THINGS



SQUARE

RECTANGULAR THINGS





Unit VI Lesson 6 SHAPE BOOKLET COVER Activity 3 Variation #2

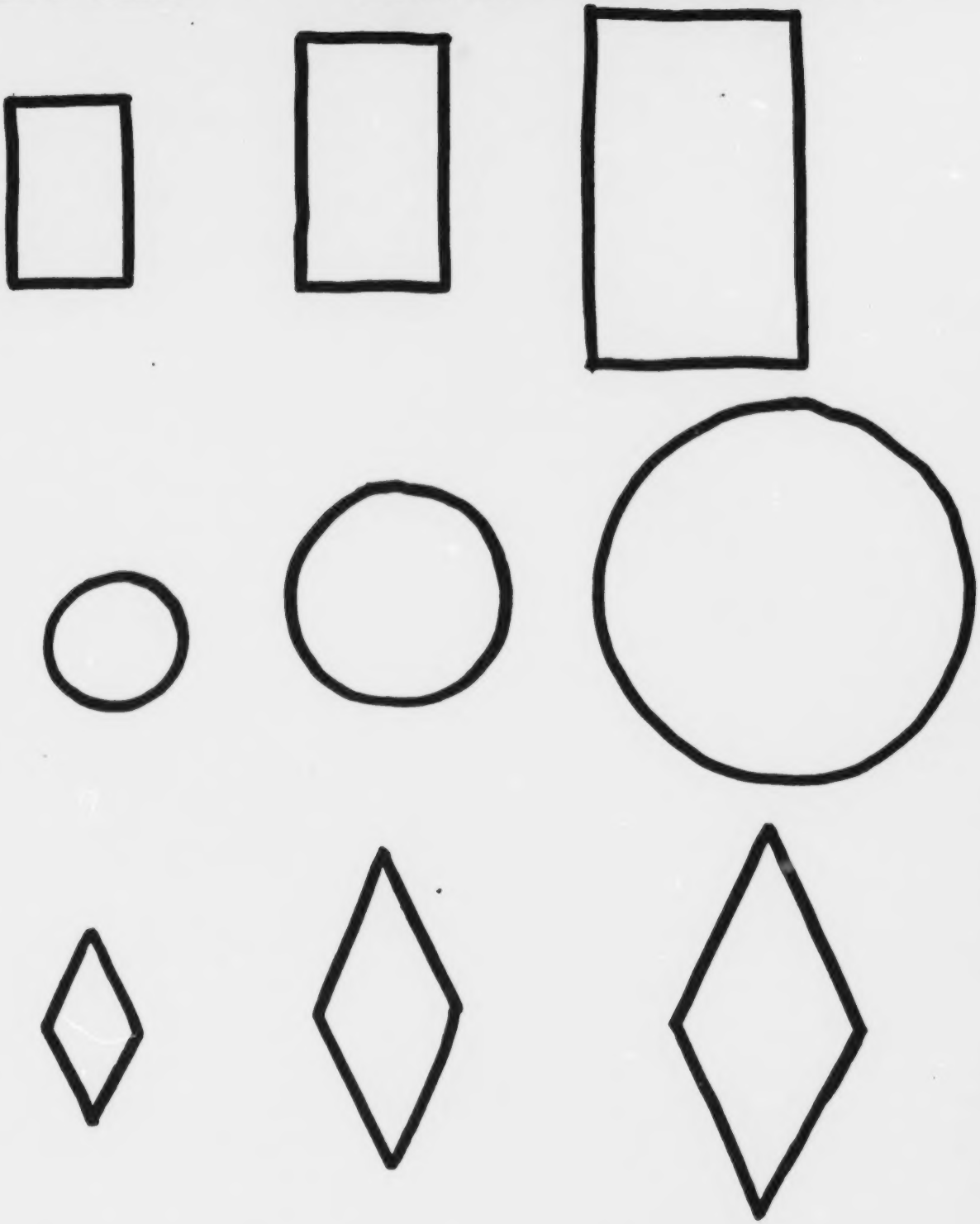
177

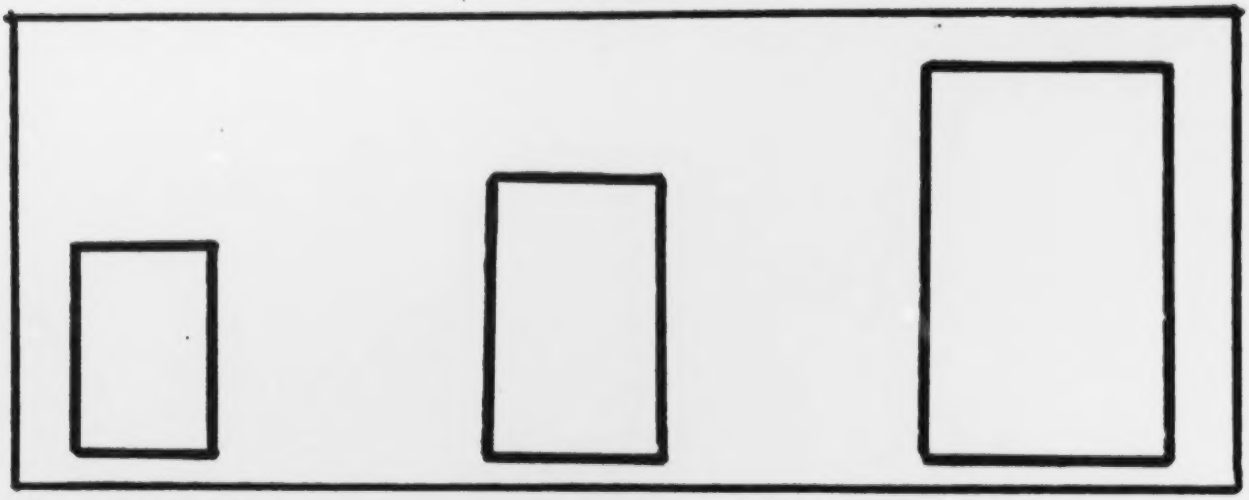
Circles

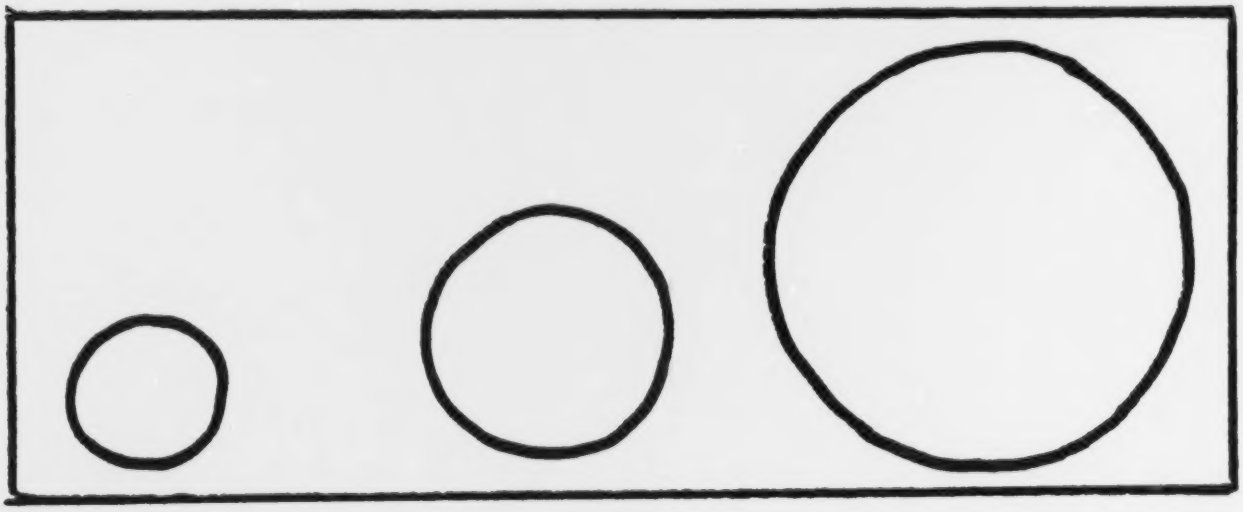
Triangles

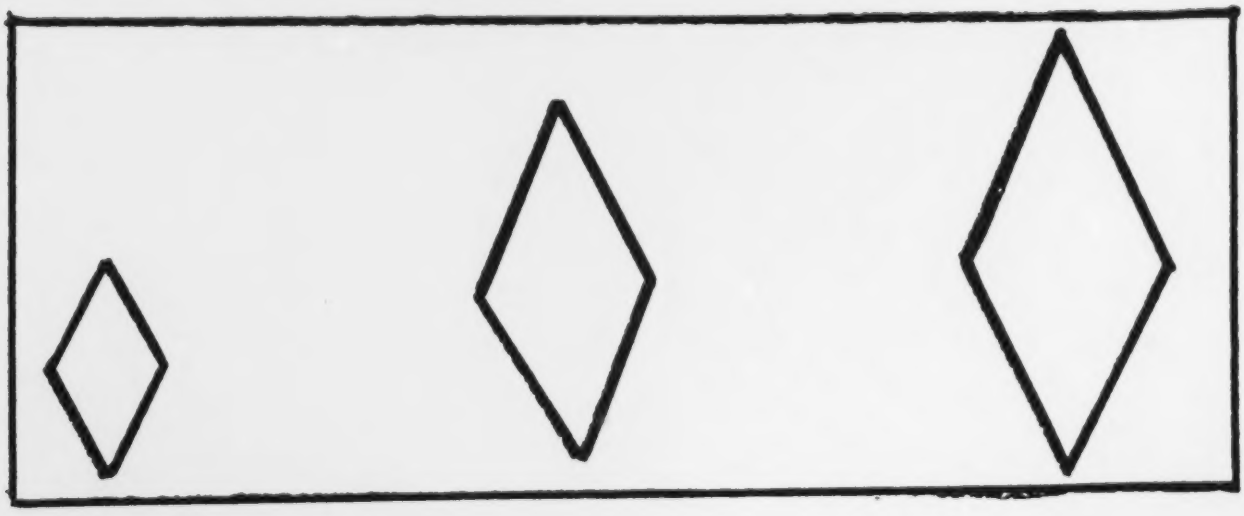
Rectangles

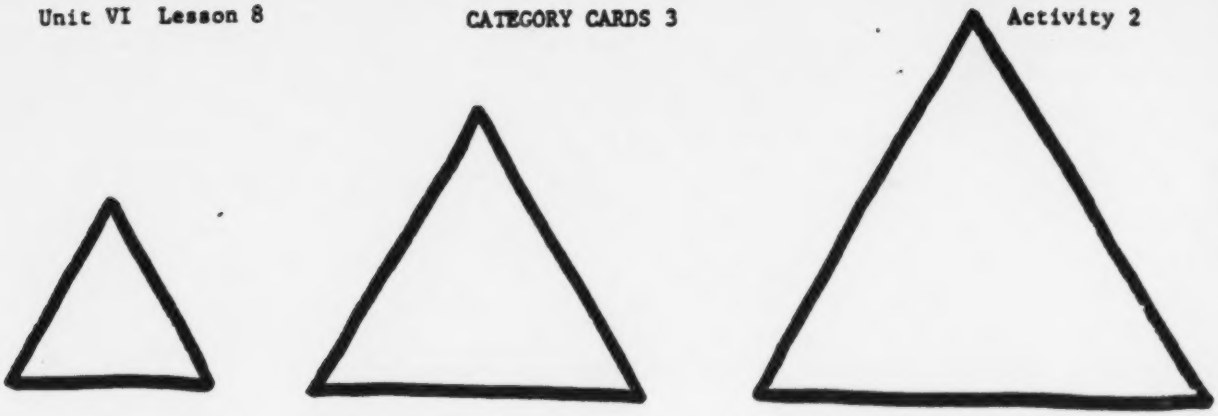
Squares

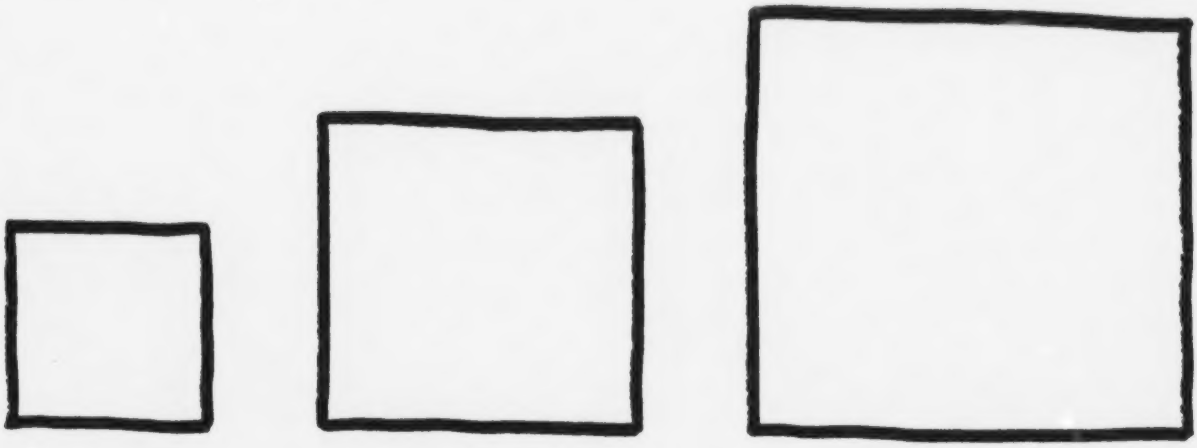


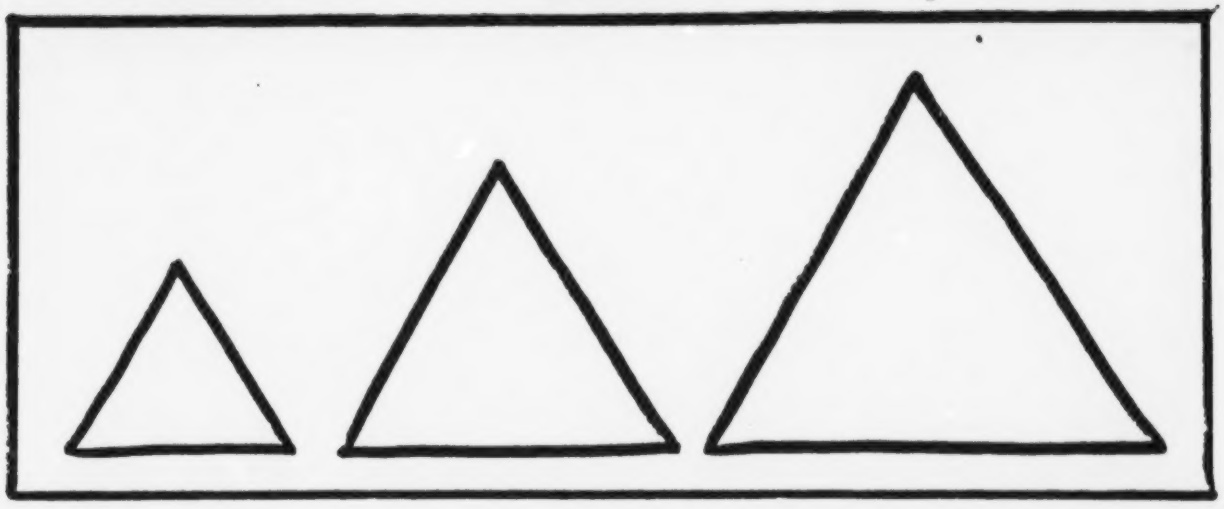


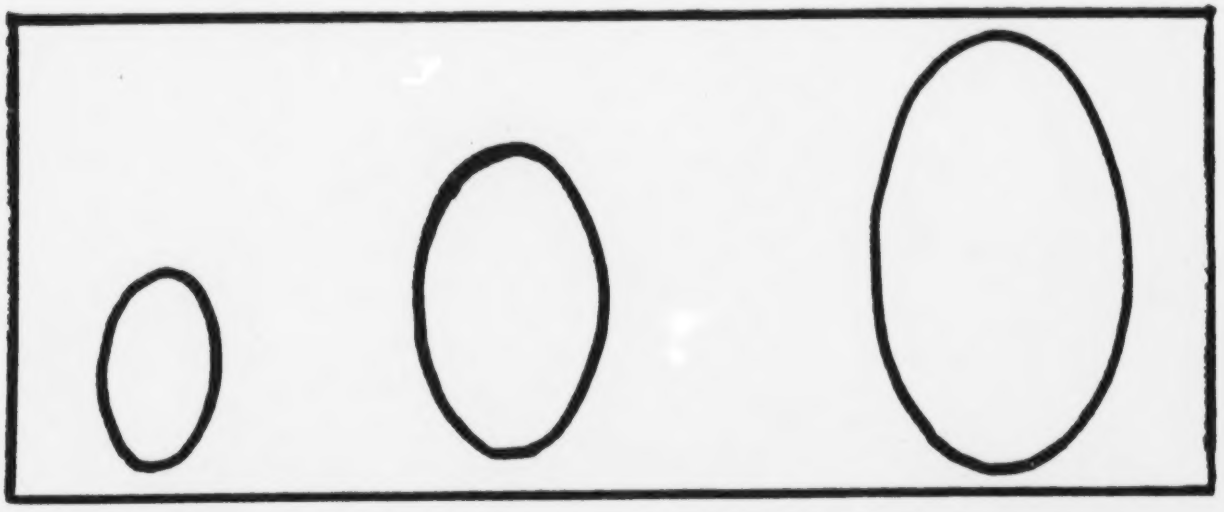


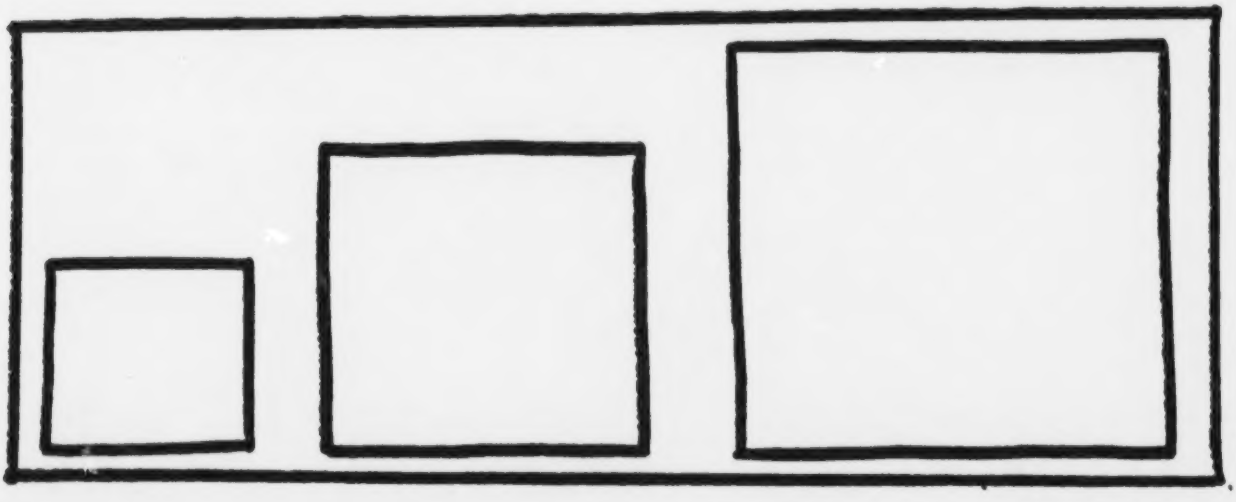




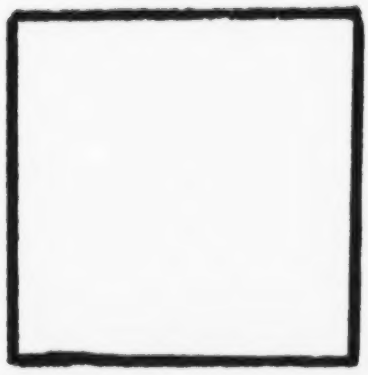


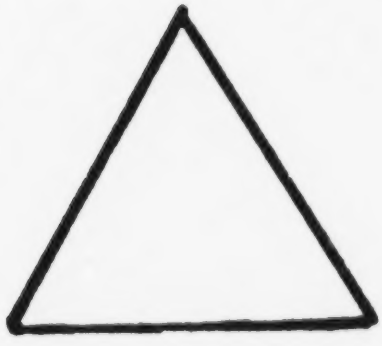


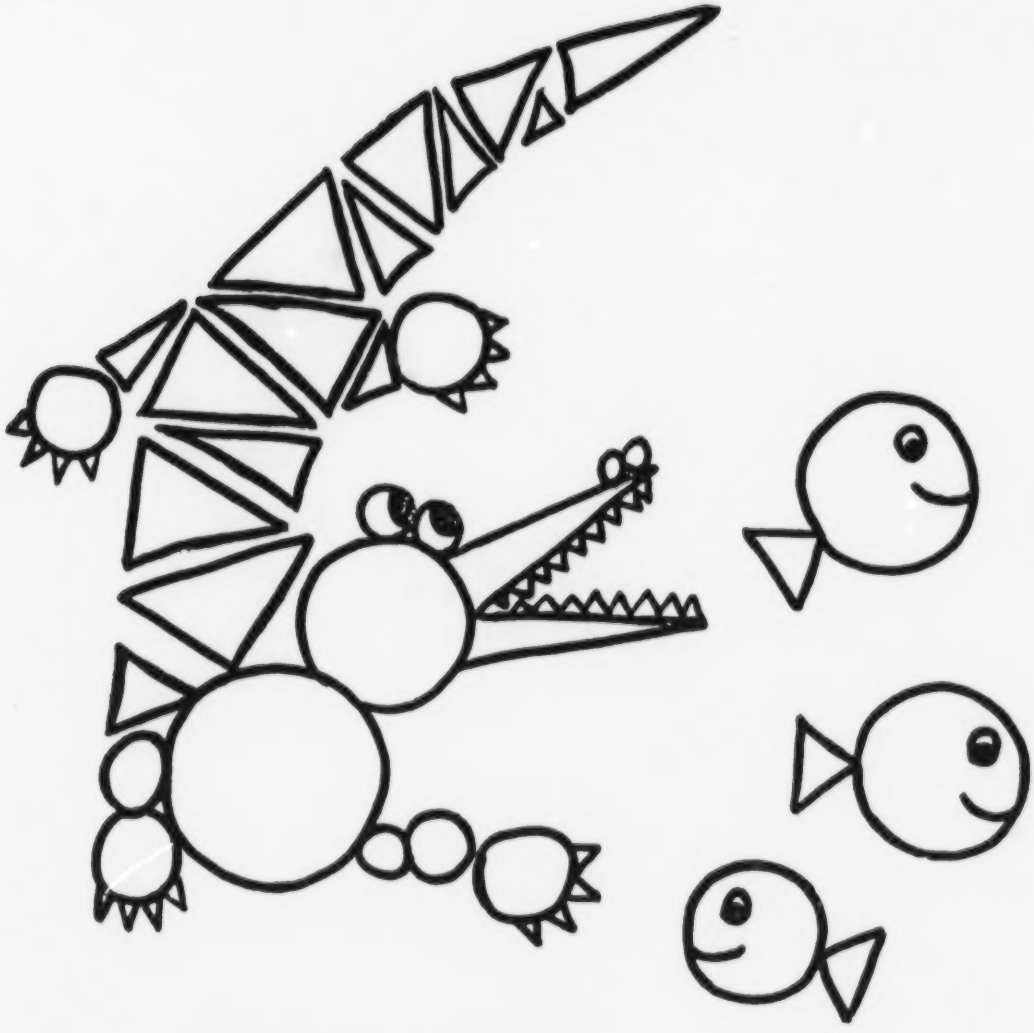




SHAPE PATTERN CARDS
use tagboard

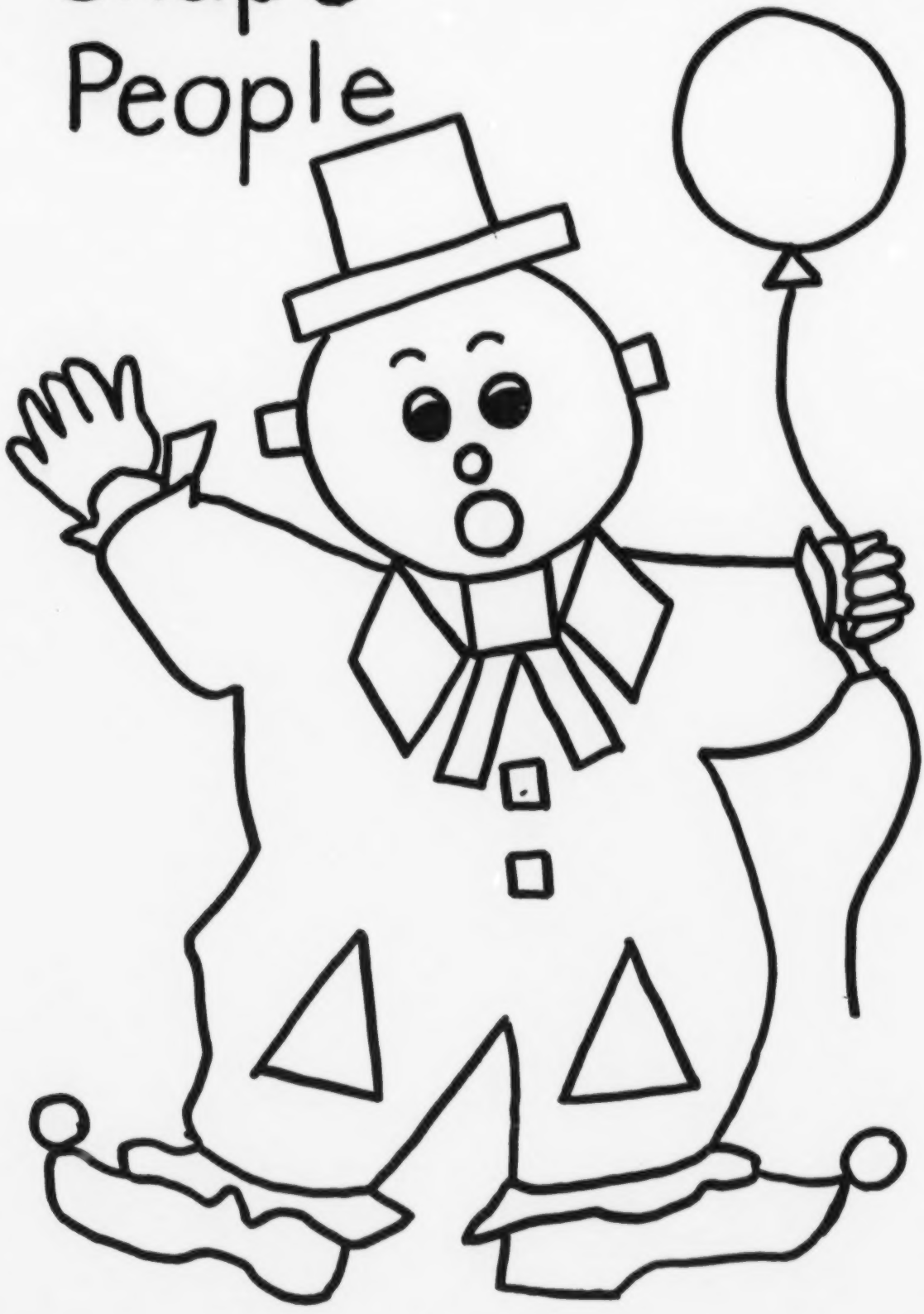






SHAPE CREATIONS

Shape People



UNIT VII

TIME AND AGE

Lesson 2 Extension

Objective: Identification of holidays and celebrations

Preparation: Copy the "Holidays and Celebrations" wheel and pictures onto tagboard. Cut a piece of posterboard 10" X 10" or larger for the backboard. Select and color pictures and paste them onto the wheel. Label pictures. Laminate the wheel and backboard. Attach wheel to backboard with a brad. Label backboard, "Holidays and Celebrations." Put an arrow at the bottom.

Directions: After discussing each holiday, students take turns spinning the wheel and then stating why they enjoy the holiday. Example: I like Thanksgiving because I like to eat turkey.

Lesson 3 Extension

Objective: Date (month, ordinal, year)

Preparation: Duplicate one blank calendar page per student for each month.

Directions: The student will complete an individual calendar page on a daily or monthly basis by filling in name of month and dates.

Lesson 9 — Extension

Objective: Making age comparisons

Preparation: Duplicate the cake and candle master.

Directions: The student will color cake, cut out candles and glue the appropriate number of candles onto the cake. See picture on p. 143 of Open the Lights.

Lesson 10 — Variation

Objective: Make age comparisons with family members.

Preparation: Duplicate the family member faces using the master from Body Parts, Unit IV, Lesson 12. Variation to make a teacher family set.

Directions: Cut-out faces and add bodies to make family member card set. Use as directed in lesson 10.

Lesson 10 — Extension

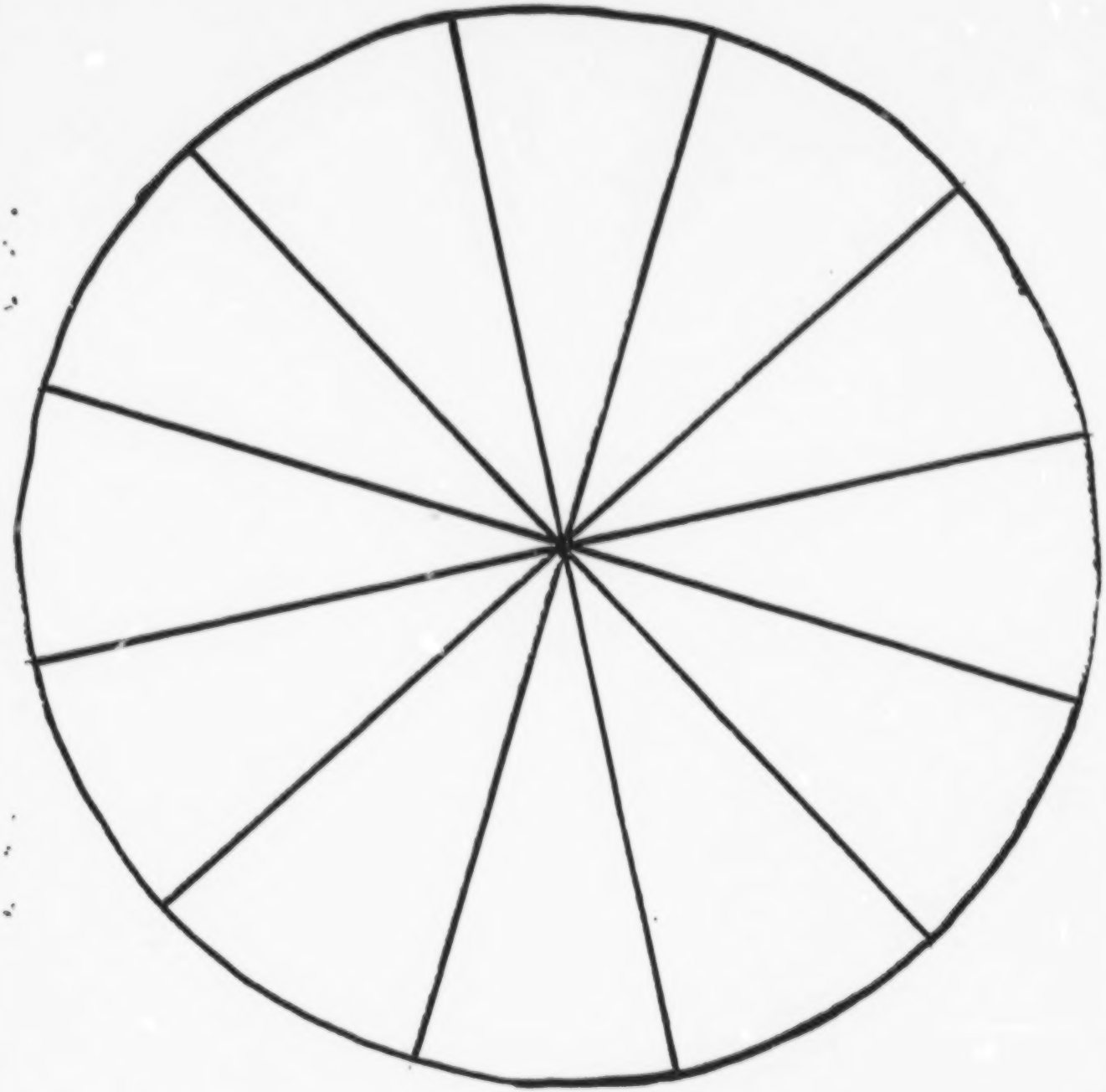
Objective: Making age comparisons

Preparation: Duplicate the young/old master.

Directions: The student will cut out young and old animals and paste under appropriate heading.

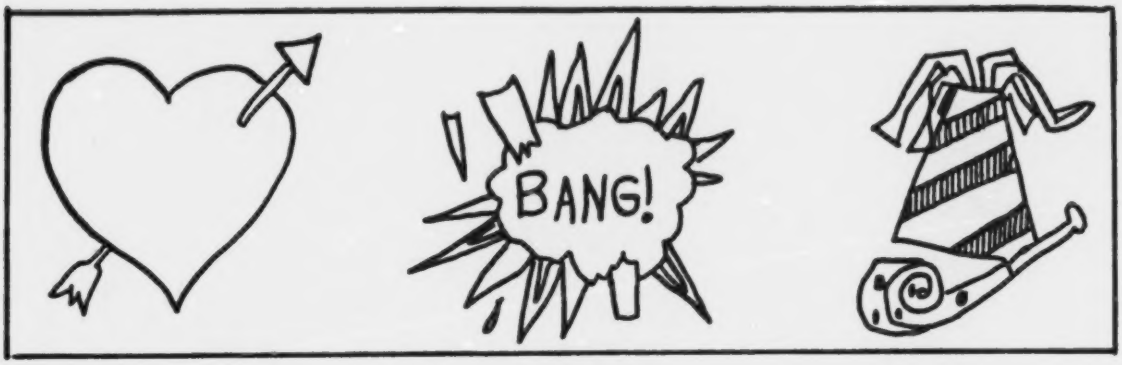
BLACKLINE MASTERS FOR UNIT VII

"Holidays and Celebrations" wheel pattern. Unit VII Lesson 2 Extension
Copy onto tagboard.

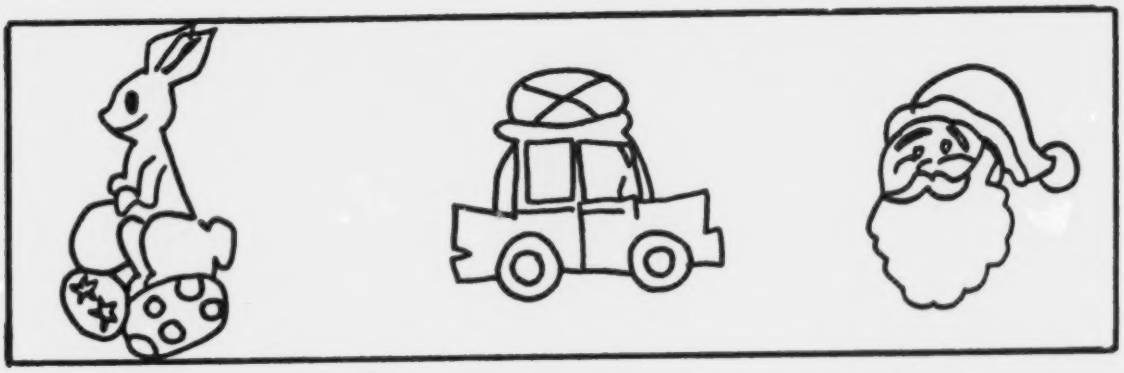


Printed with permission from Harris County Department of Education
Dave Renner-Artist

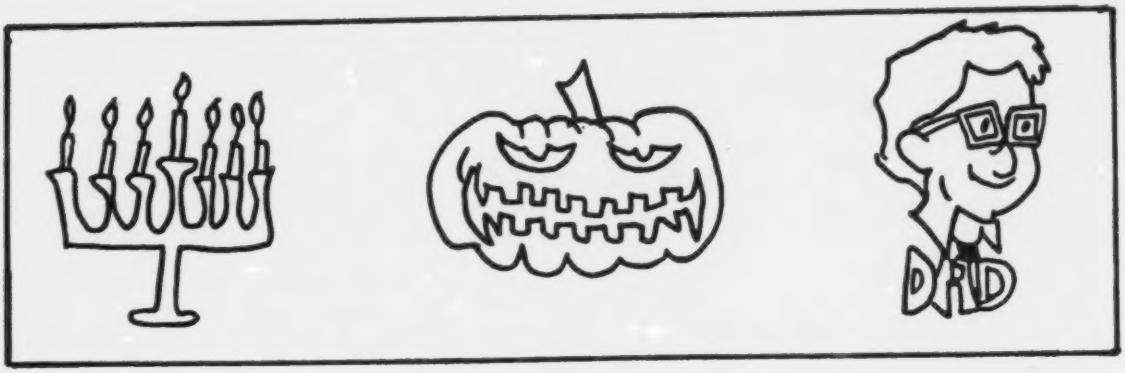
Pictures for the "Holidays and Celebrations" wheel Unit VII Lesson 2 Extension
Print on tagboard.
See Lesson 2 "Preparation" for directions



Valentine's 4th of July New Years



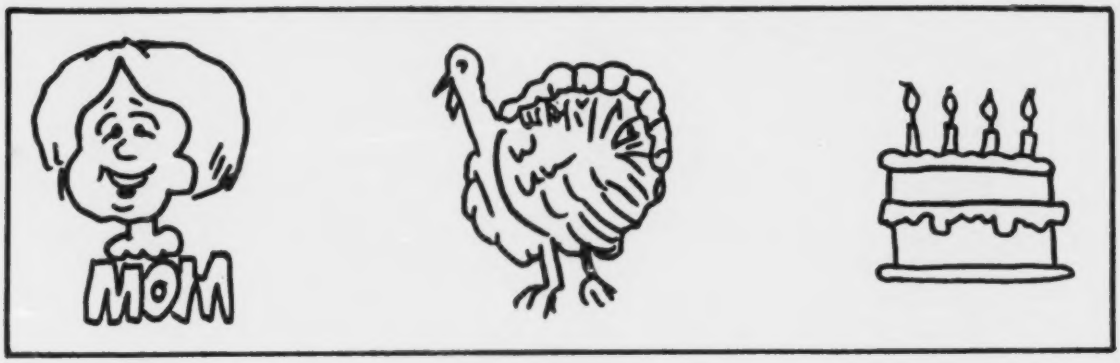
Easter Vacations Winter



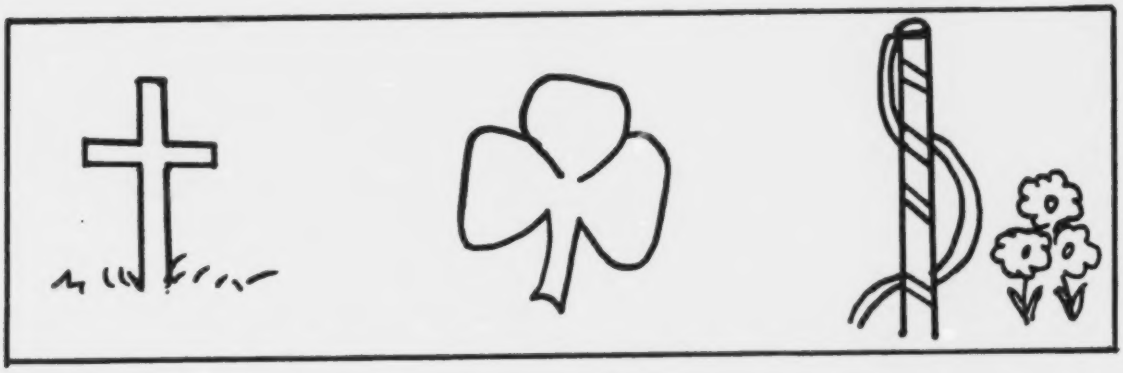
Holidays Halloween Father's Day

Printed with permission from the Harris County Department of Education.
Dave Renner-Artist

Pictures for the "Holidays and Celebrations" wheel



Mother's Day | Thanksgiving | Birthdays

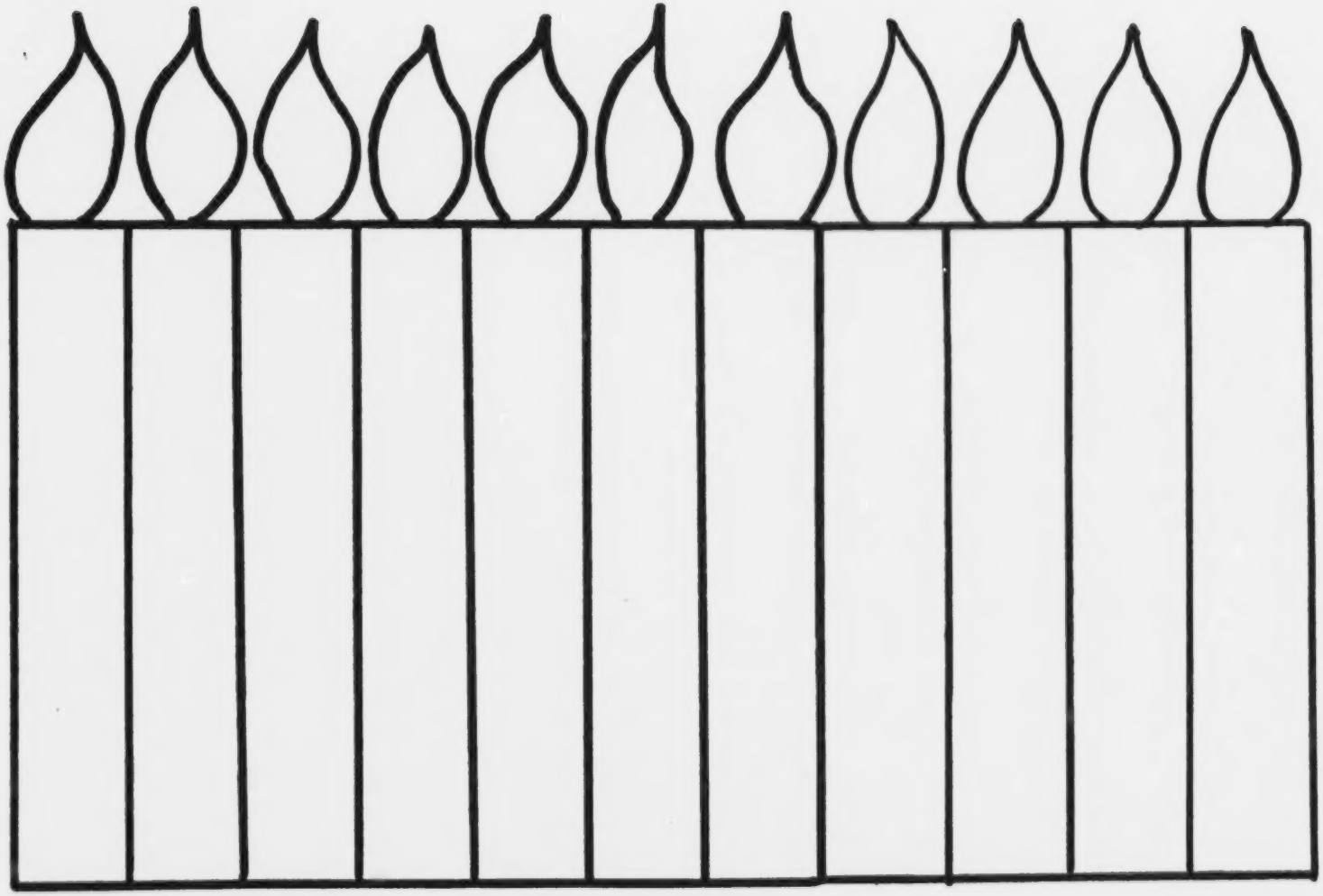


Memorial Day | St. Patrick's Day | May Day

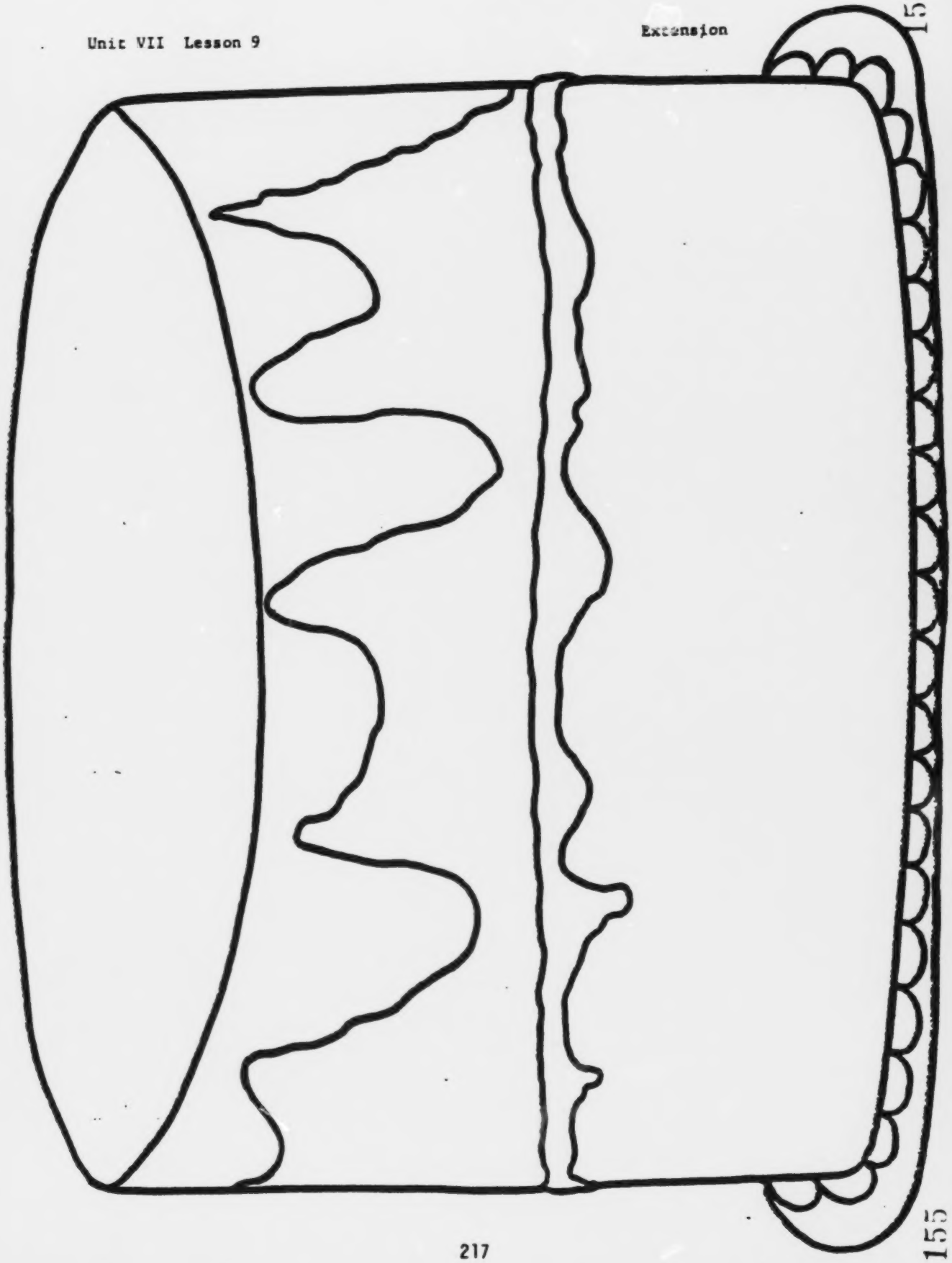
Name:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
151						15

Candles to be used with birthday cake.

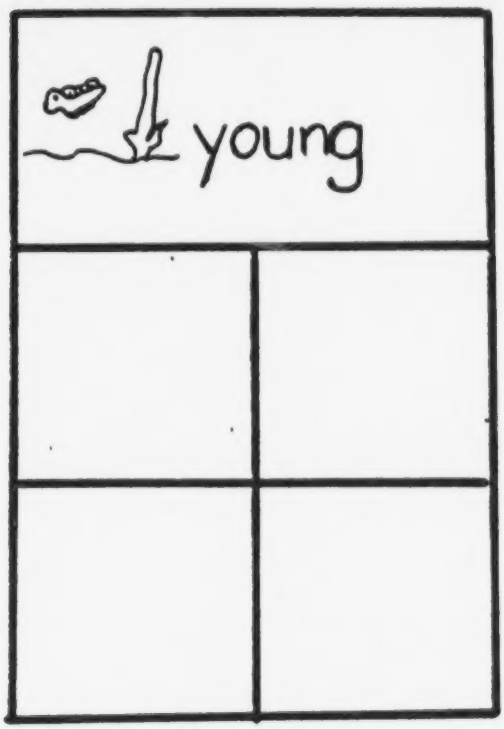


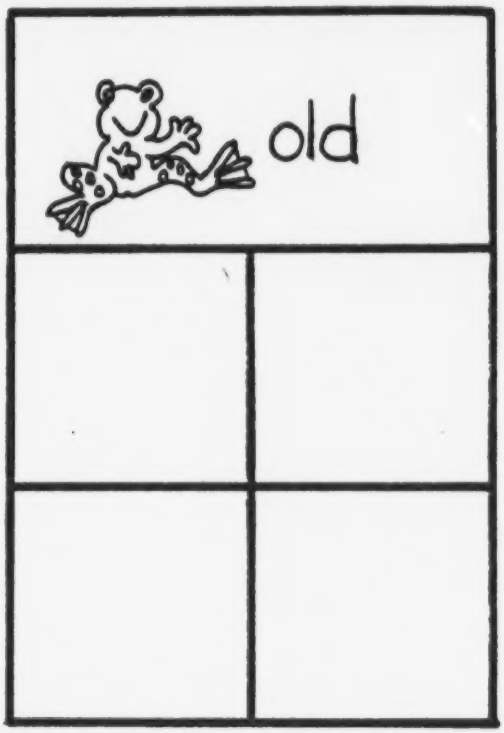
Extension

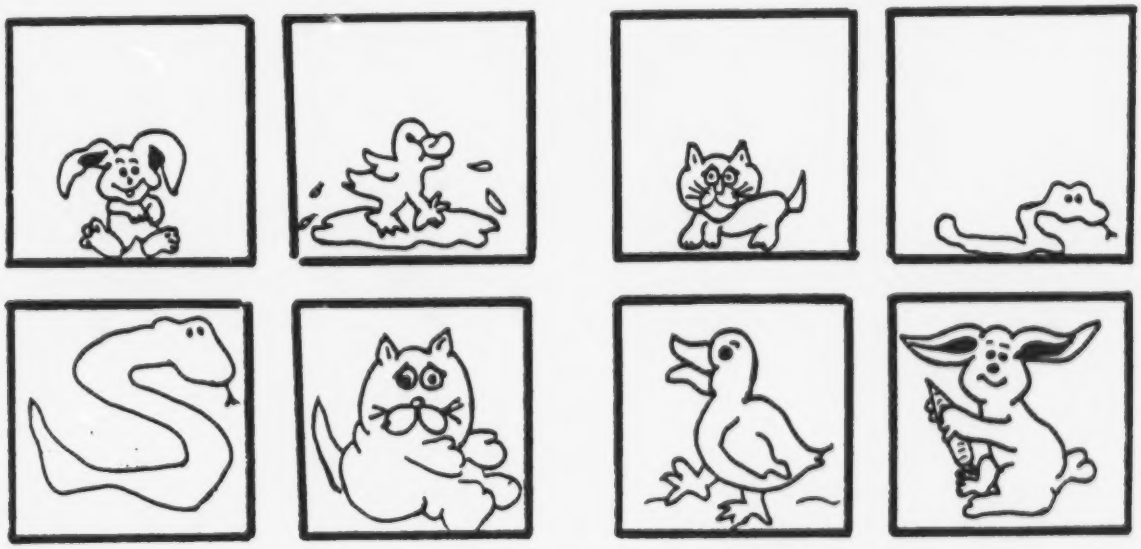


Name _____

Cut and paste in the appropriate spaces.







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UNIT VIII

POSITION IN SPACE

Lesson 1 — Extension

Objective: Spatial concept: between

Preparation: Duplicate the paper doll master.

Directions: The student will add the face and clothing to the doll that is "between". The student may want to draw him/herself "between" two friends.

Lesson 2 — Extension

Objective: Spatial concept: between

Preparation: Duplicate the animals master.

Directions: The student will color the animals that are "between" the other objects.

Lesson 3 — Extension

Objective: Spatial concept: between

Preparation: Duplicate the colors master.

Directions: The student will color the object that is "between" as specified on the worksheet.

Lesson 4 — Extension

Objective: Spatial concept: behind

Preparation: Duplicate the matching "Behind" master.

Directions: The student will cut out the pictures, match the pairs and paste them in the boxes.

Lesson 5 — Extension

Objective: Spatial concept: in front of

Preparation: Duplicate the "in front of" master.

Directions: The student will circle the person that is "in front of...."

Lesson 6 — Extension

Objective: Spatial concept: under/over

Preparation: Duplicate the tree master.

Directions: The student will cut-out objects and paste them either "under" or "over" the tree.

Lesson 7 — Activity 6

Objective: Spatial concept: under

Preparation: Duplicate the cover page of the "Where Shall I Hide?" booklet. Have blank pages available to make the booklet.

Directions: The student will draw places to hide "under" at home. Pages will be stapled into a booklet.

Lesson 8 — Extension

Objective: Spatial concept: beside

Preparation. Duplicate the food and faces master.

Directions: The student will cut-out the faces and paste them "beside" the foods they like to eat. Discuss the foods and faces.

Lesson 10 — Extension 1

Objective: Spatial directions: up, down

Preparation: Duplicate the snake "up and down" master.

Directions: The student will color the snakes going "up" one color and the snakes going "down" another color.

Lesson 10 Extension 2

Objective: Spatial directions: up, down

Preparation: Duplicate the animals and the tree "up and down" ditto.

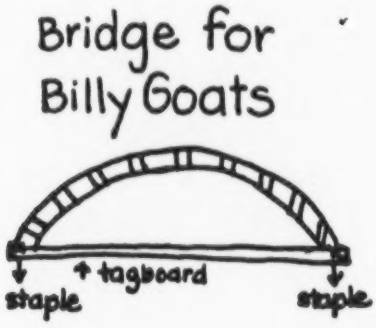
Directions: The student will color the animals that are "up" one color and the animals that are "down" another color.

Lesson 11 Extension

Objective: Spatial concepts: over, under, around

Preparation: Duplicate the Three Billy Goats Gruff master on tagboard.

Directions: The student will cut-out goats, troll and bridge. Staple the ends of the bridge onto a shorter piece of cardboard. Do the bridge arches. Use the bridge and goats to demonstrate the concepts of "over", "under" and "around".



Lesson 12 Extension 1

Objective: Spatial concept: near

Preparation: Duplicate the "near" master.

Directions: Teacher-directed. The student will circle the correct answer.

Lesson 12 Extension 2

Objective: Spatial concept: far from

Preparation: Duplicate the "far from" master.

Directions: Teacher-directed. The student will circle the correct answer.

Lesson 12 Extension 3

Objective: Spatial concepts: near, far from

Preparation: Duplicate the "near" and "far from" master.

Directions: The student will put an X on the object that is "far" and circle the object that is "near

Lesson 13 Extension

Objective: Spatial concepts: side, corner, center
Recognition of plane shapes

Preparation: Duplicate the shapes master.

Directions: Teacher-directed. Discuss each shape and follow the directions on the master.

Lesson 14 Extension

Objective: Spatial concepts: front and back

Preparation: Duplicate the elephant master.

Directions: The student will cut and paste the "front" and "back" pictures in the appropriate boxes.

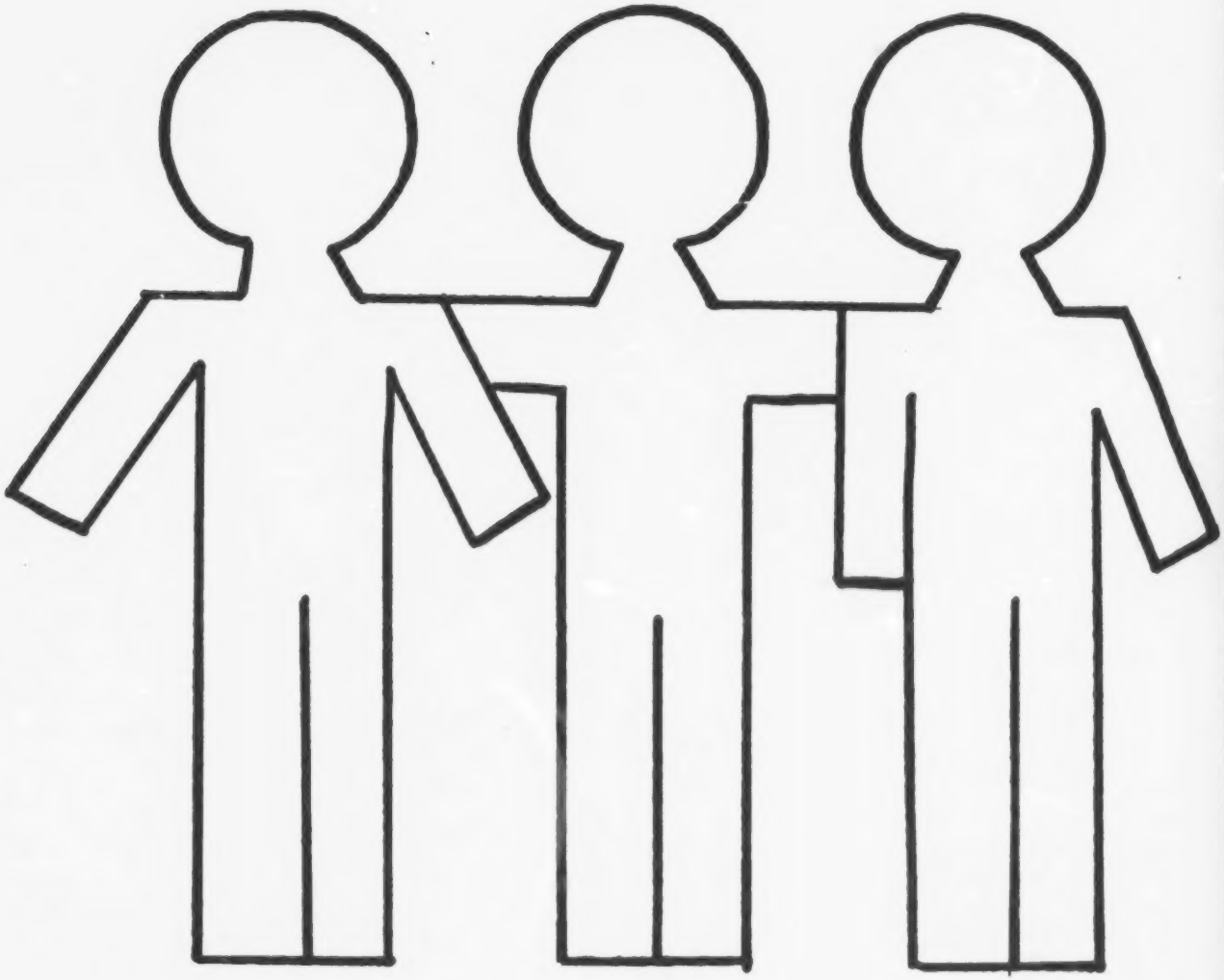
I'M HIDING

I'm hiding. I'm hiding.
No one will find me here.
I'll be as quiet as I can be,
When anyone gets near.
And when they've looked all over,
Around and all about.
I'll jump out from my hiding place,
And give a great big shout. "Here I am!"

BLACKLINE MASTERS FOR UNIT VIII

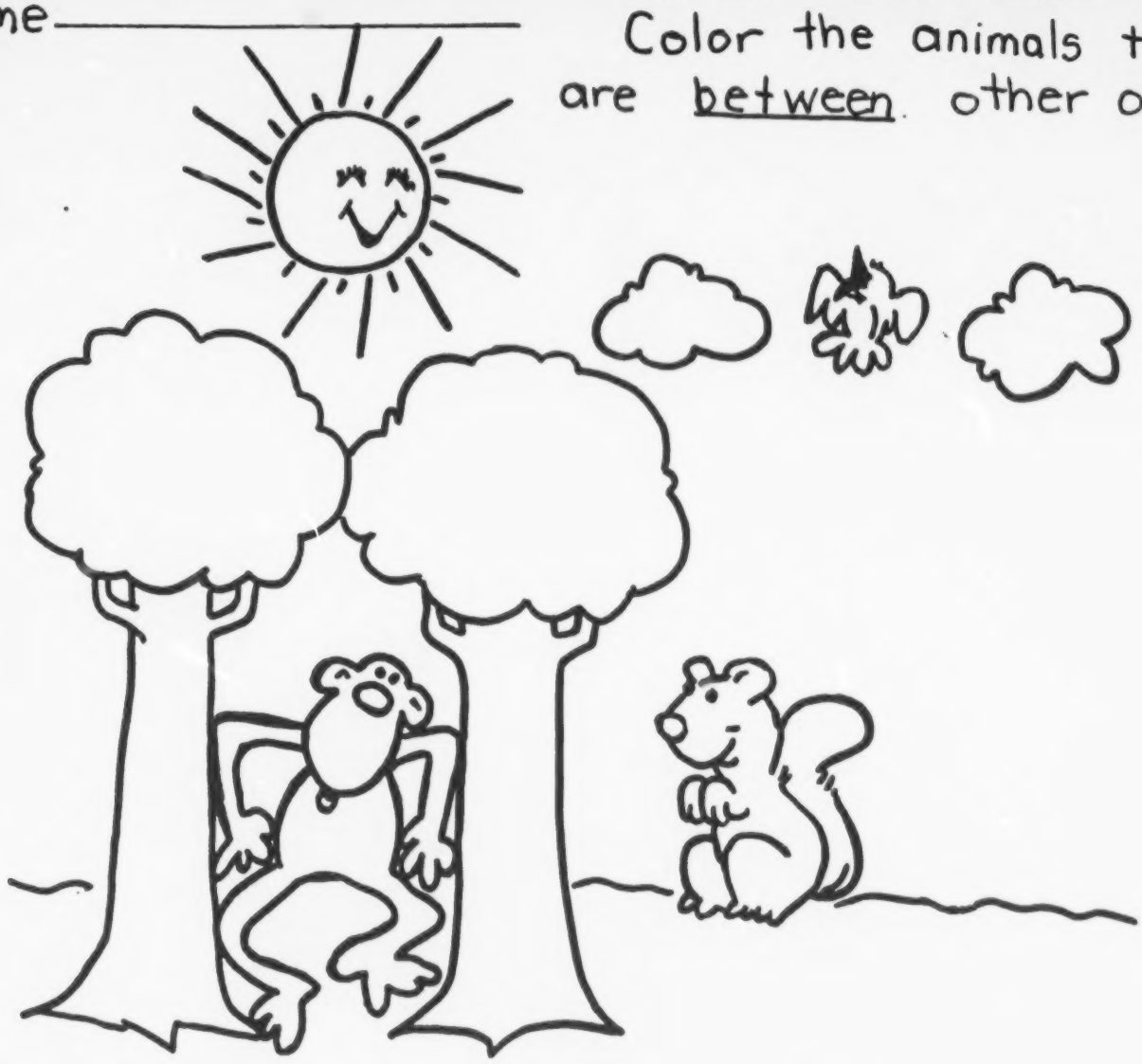
Name _____

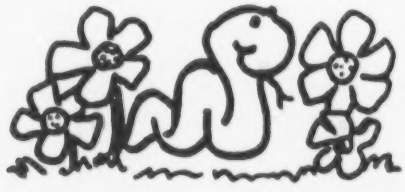
Color yourself <u>between</u> two friends.



Name _____

Color the animals that are between other objects





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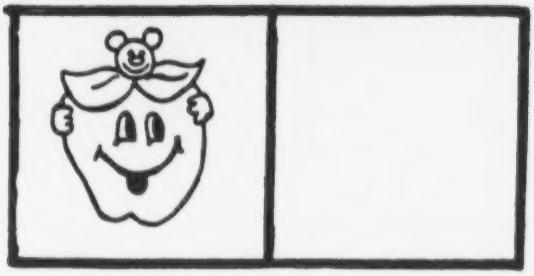
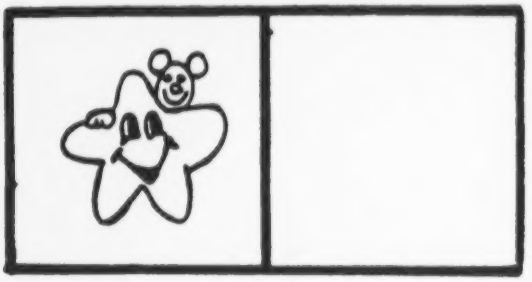
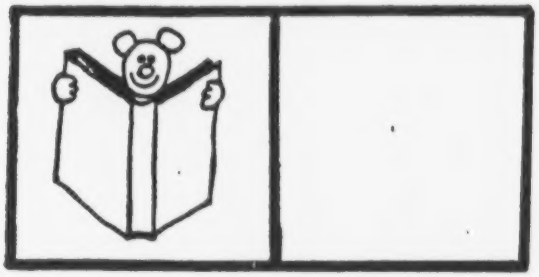
Name _____

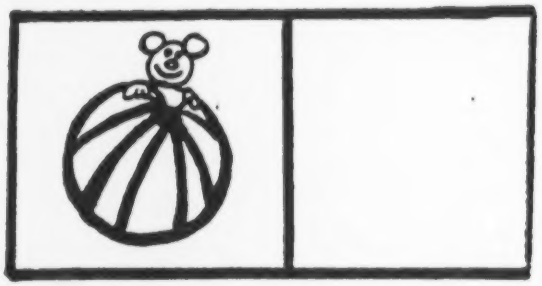
"Behind"

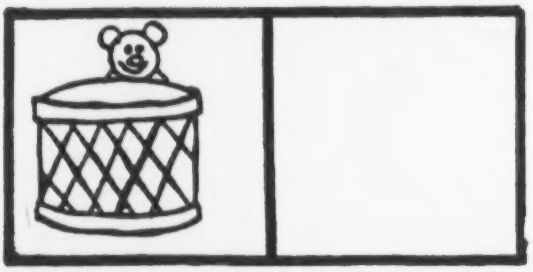
Match the pictures that are the same.

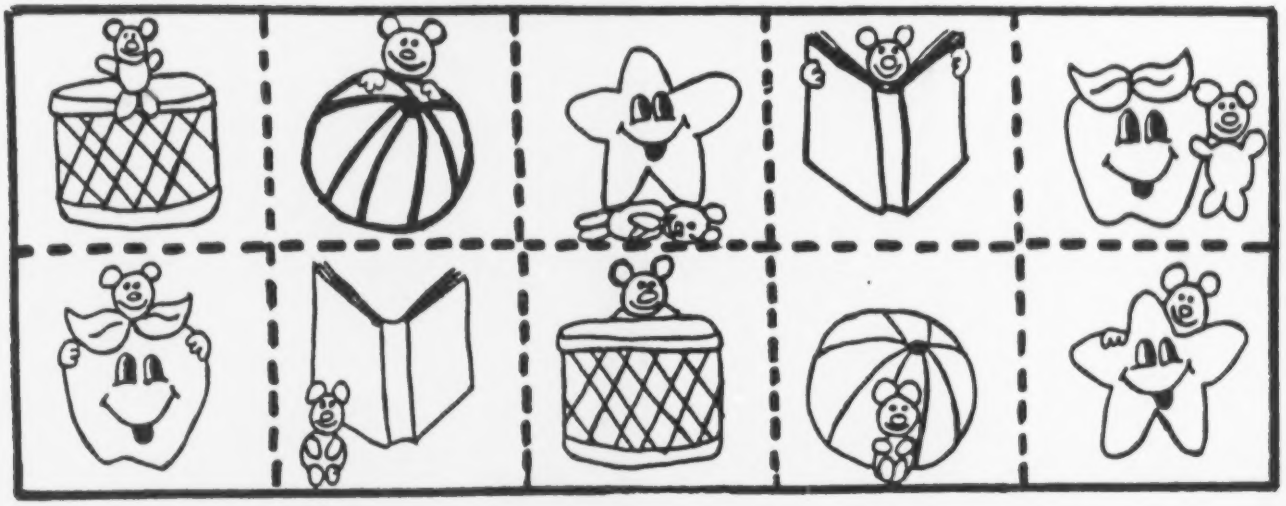








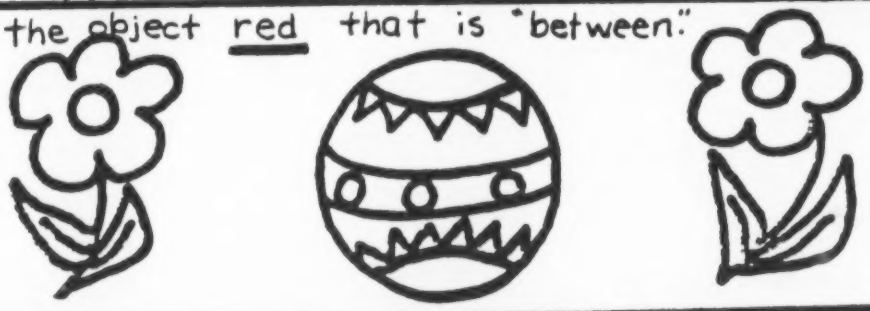




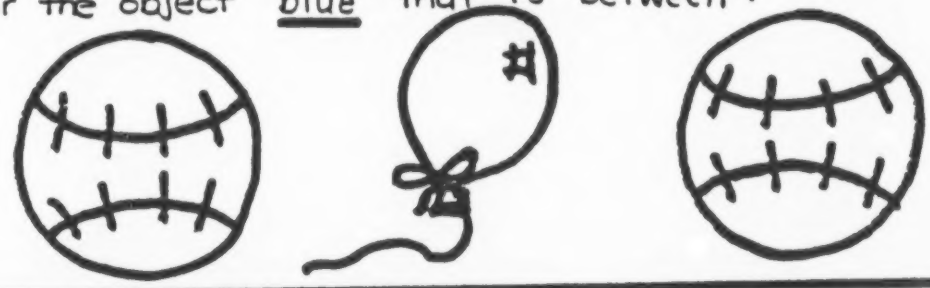
Name:

Color the object brown that is "between".

Color the object red that is "between".

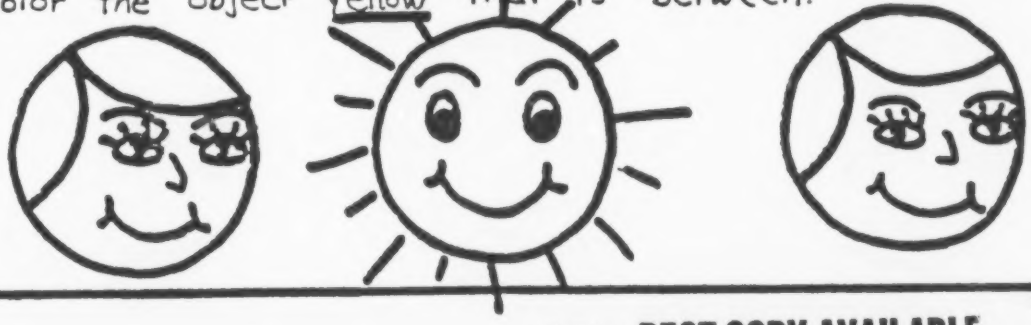


Color the object blue that is "between".



Color the object green that is "between".

Color the object yellow that is "between".



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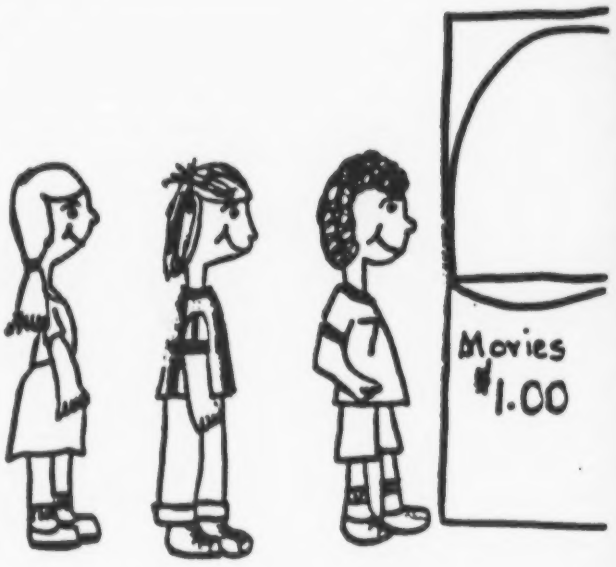
Name: _____

Color the pictures and circle the person in front of....

...the house.

...the line.



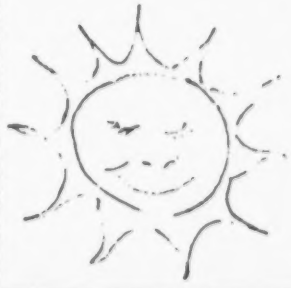
...the toybox.

...the beachball.

Name _____

Which things go over the tree?
Which things go under the tree?

Cut and paste them in the right place.



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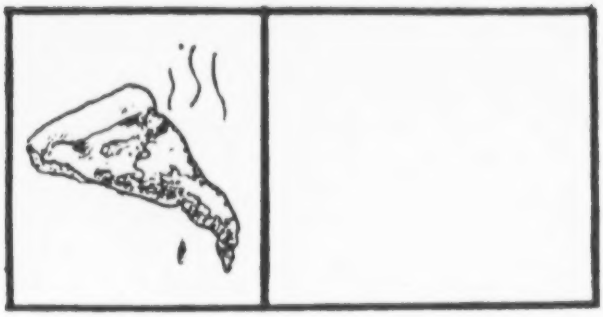
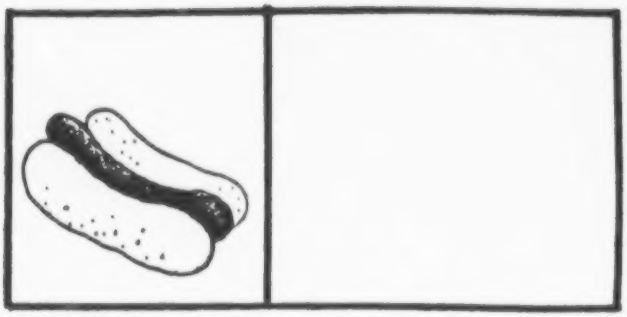
Name _____

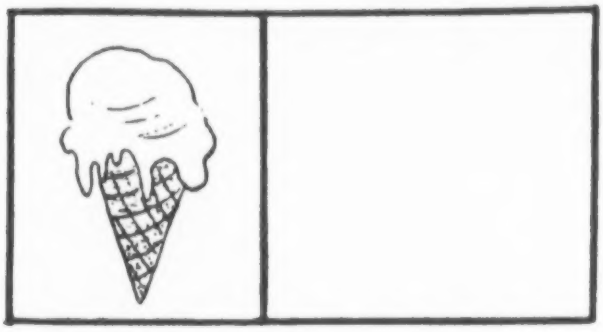
WHERE SHALL I HIDE?

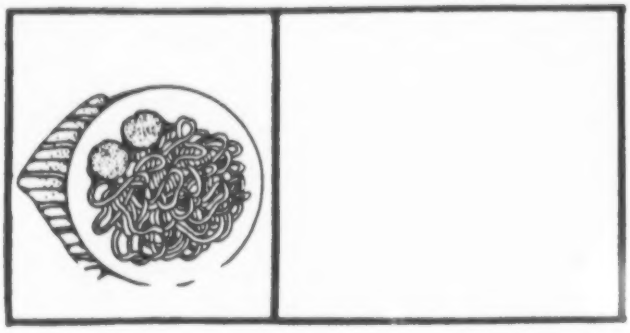
Name _____

Cut out the faces. Paste them beside the foods you like to eat.









BOYS **GIRLS**

Name _____

Find the snakes that are crawling down and color them one color. Find the snakes that are crawling up and color them another color.

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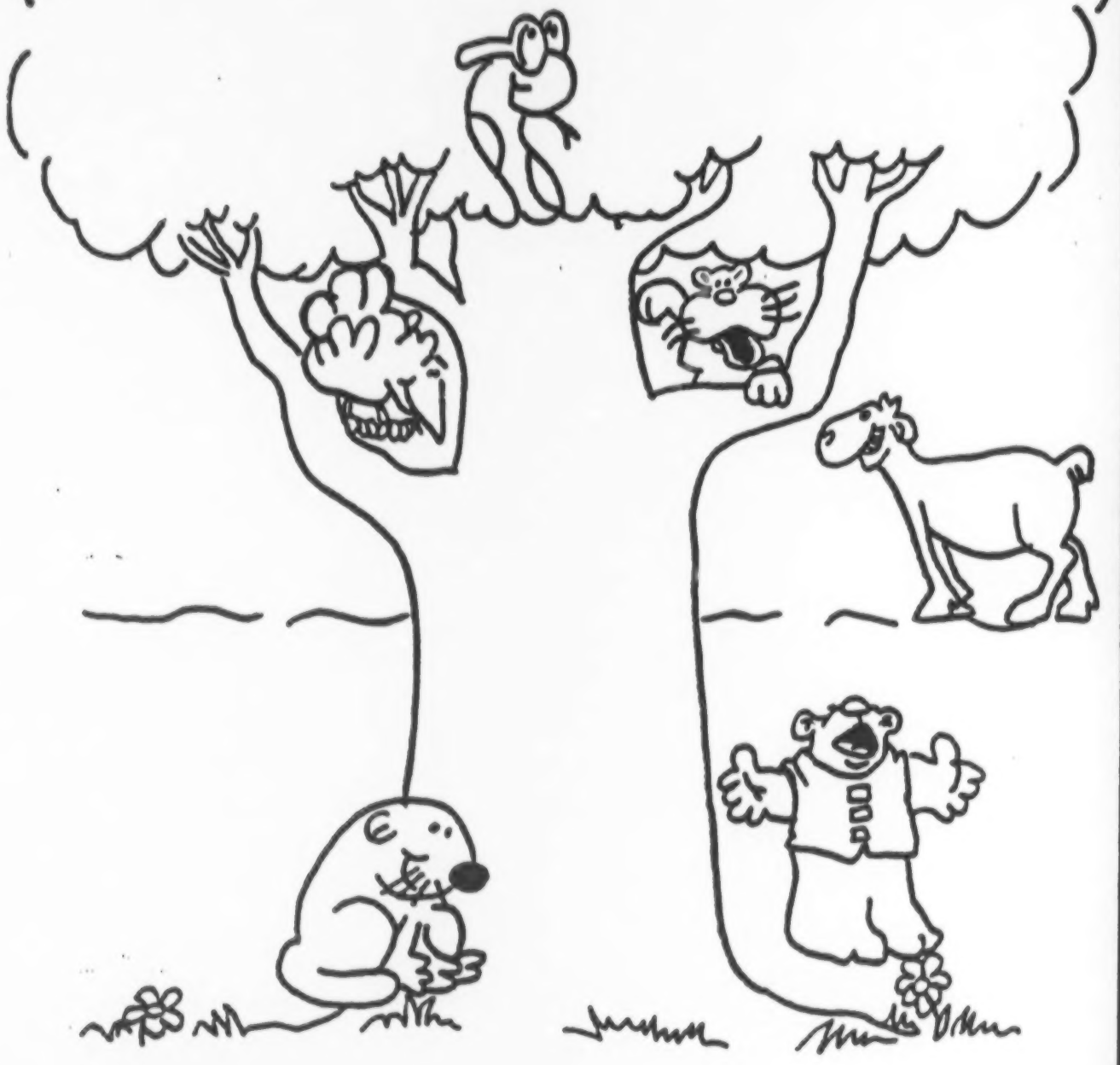
Name _____

Color the animals that are <u>up</u> in the tree one color. Color the animals that are <u>down</u> at the bottom of the tree another color.



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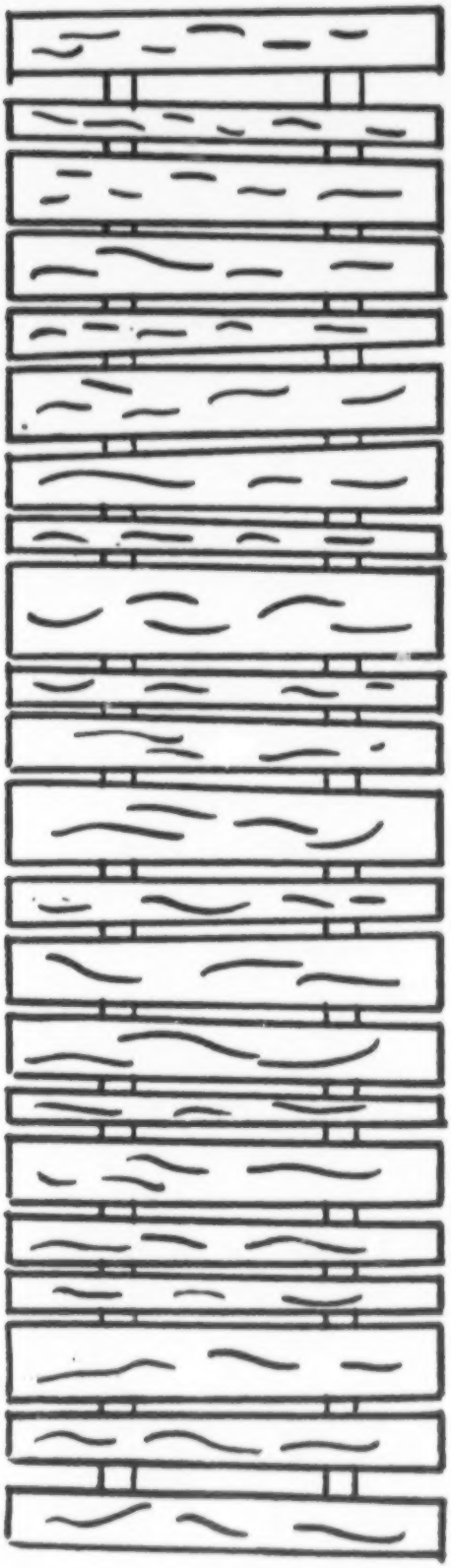
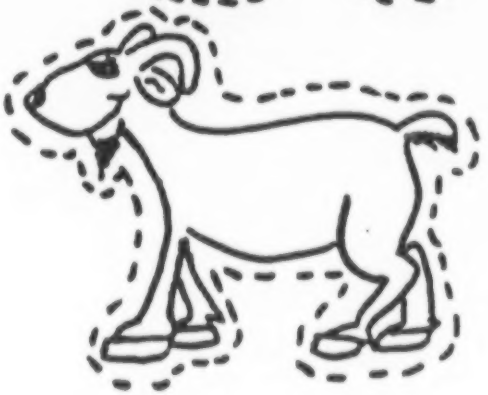
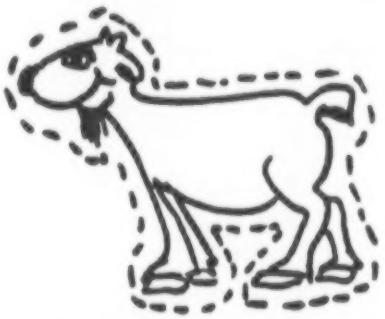
Cut out the bridge, the goats and the troll. Staple the bridge onto a shorter piece of tagboard so the bridge arches.







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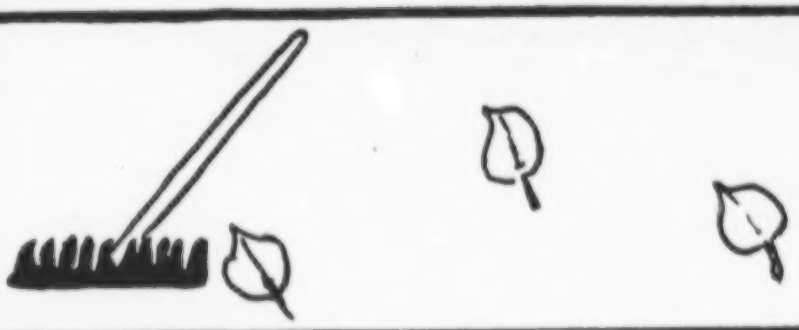
Near

Name:

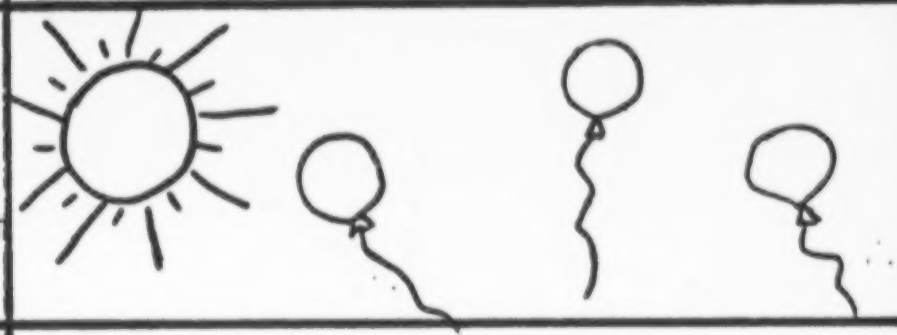
Look at the rake and the leaves.

Mark the leaf that is near the rake.



Look at the sun and the balloons.

Mark the balloon that is near the sun.



Look at the bat and balls.

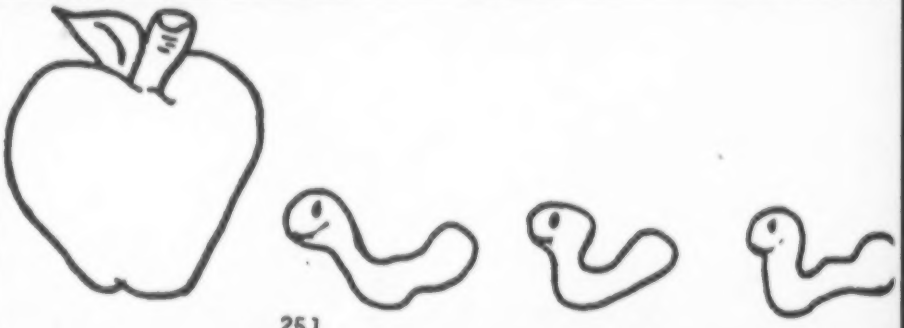
Mark the ball that is near the bat.

Look at the monkey and bananas.

Mark the banana that is near the monkey.

Look at the apple and worms.

Mark the worm that is near the apple.

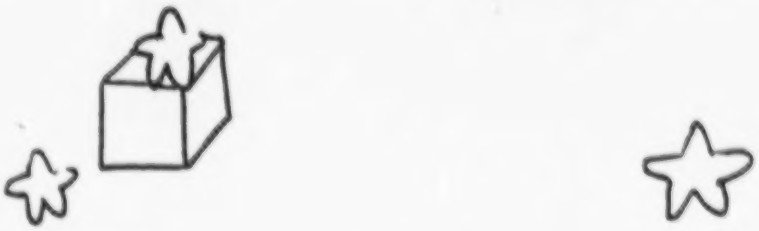


Far From

Name:

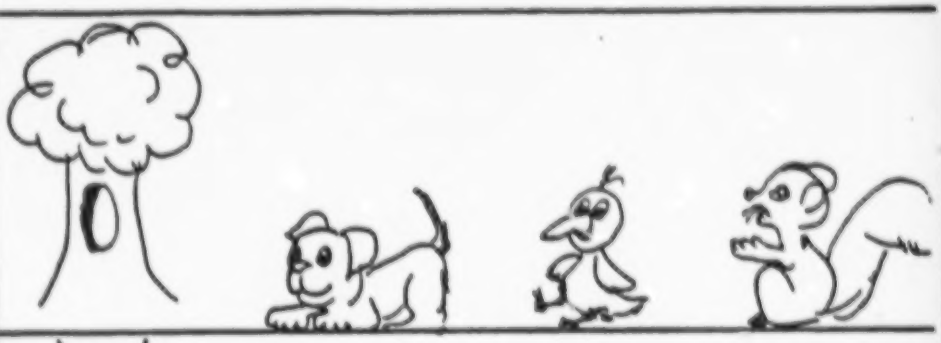
Look at the box and the stars.

Mark the star that is far from the box.



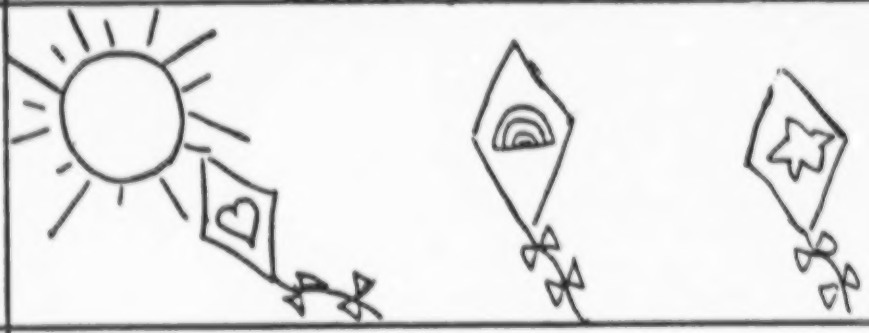
Look at the tree and animals.

Mark the animal that is far from the tree.



Look at the sun and the kites.

Mark the kite that is far from the sun.

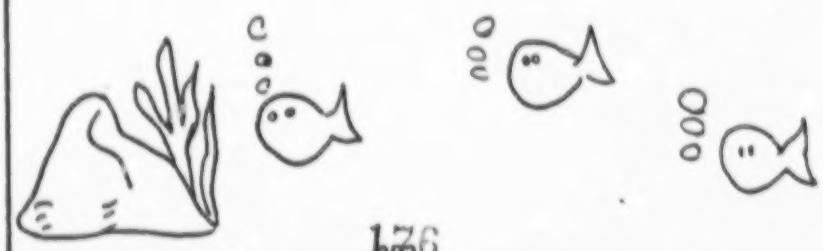


Look at the flower and the bees.

Mark the bee that is far from the flower.

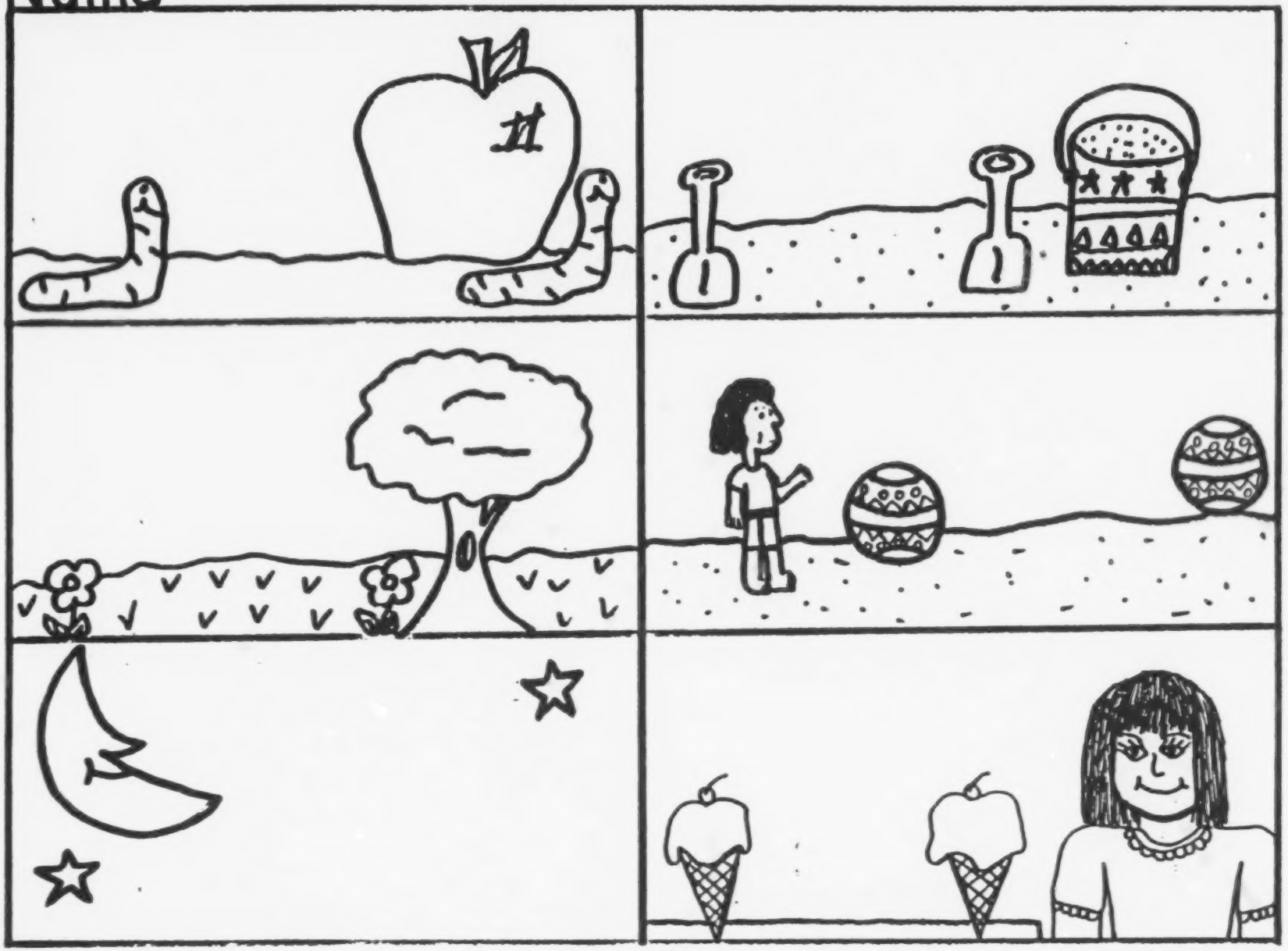
Look at the rock and fish.

Mark the fish that is far from the rock.



Name _____

Put an X on the object that is "far from" and circle the object that is"near". Then color the pictures.

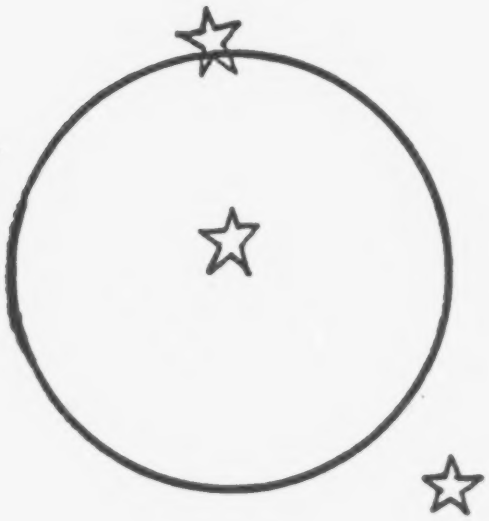


Extension #3

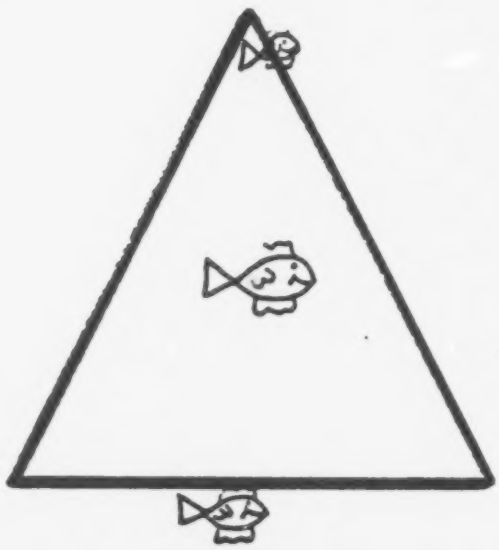
Unit VIII Lesson 12

Name: _____

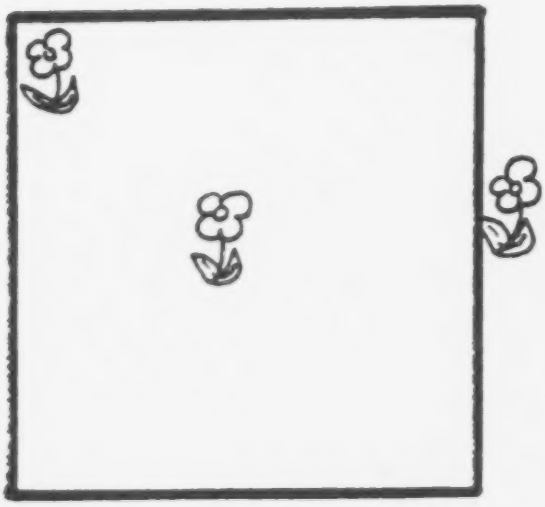
Color the star in the center of circle.



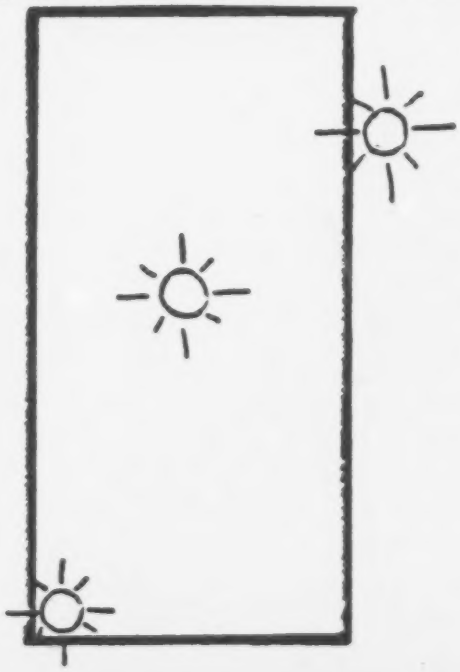
Color the fish on the side of triangle.



Color the flower in the center of square.



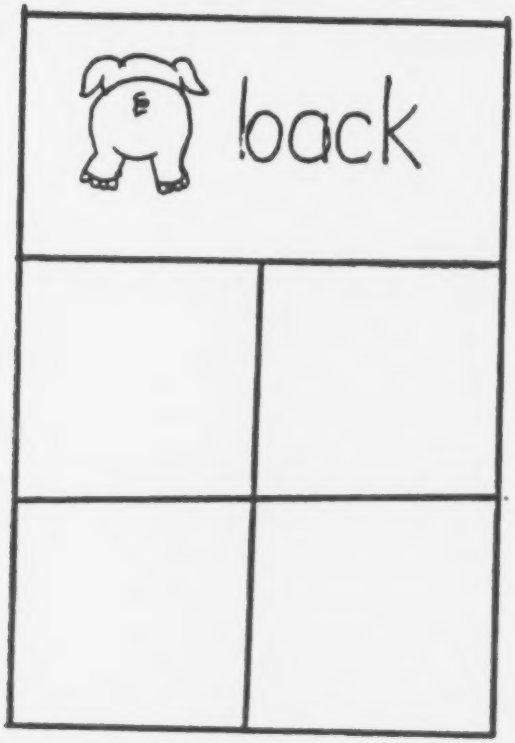
Color the sun in the corner of rectangle.

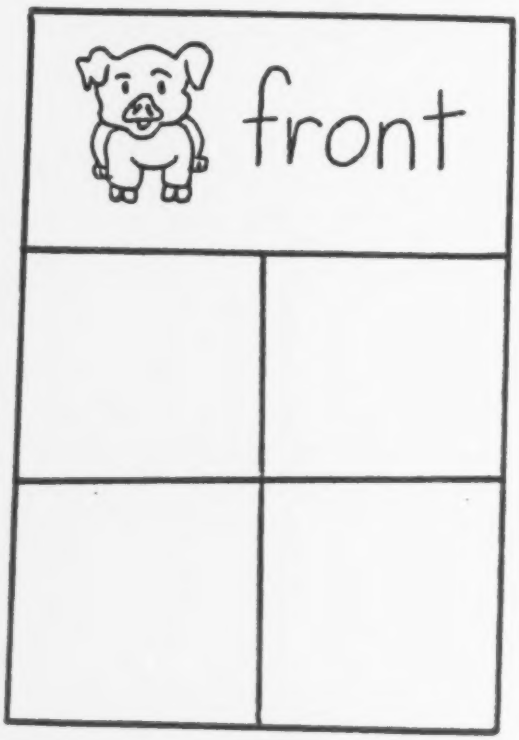


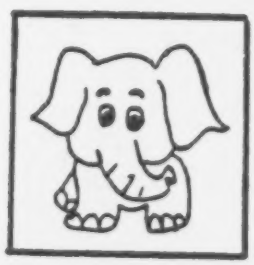
Name _____

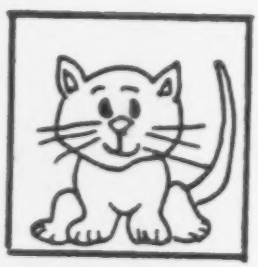
Unit VIII Lesson 14

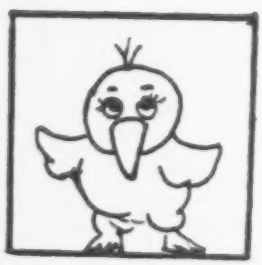
Activity 2 Extension

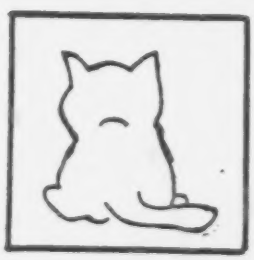


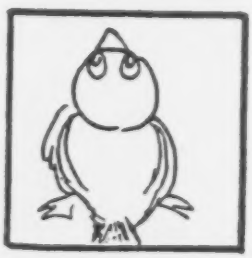


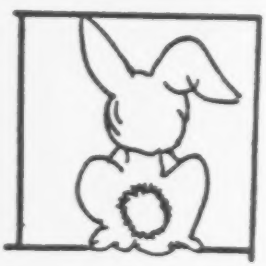












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ESL RESOURCES & MATERIALS

—Bilingual Resource Center

UNIT I - ALL ABOUT ME

Amiguitos, Kit 6, "All About You"	SS 57
Me! - body actions, Beth Clure & Helen Rumsey	ESL 564
Things I Like to Do - Beth Clure & Helen Rumsey	ESL 563

UNIT II - HOME

Home & Community - filmstrip minibook series, McLaughlin & Wood	ESL 17
Where is Home? - Beth Clure & Helen Rumsey	ESL 566

UNIT III - FOODS

Amiguitos Kit 9, "Let's Eat"	S 76

UNIT IV - BODY PARTS

Matching Hands - Beth Clure & Helen Rumsey	ESL 573
Me! - body actions, Beth Clure & Helen Rumsey	ESL 564
Rompecabezas de Muchacho	G 60

UNIT V - CLOTHING

Language Visual - National Textbook	ESL 16
Photo Sequentional Cards - Dorothy Liebowitz	ESL 370

UNIT VI - SHAPES

What Can It Be? - Beth Clure & Helen Rumsey	ESL 575
Tarjetas de Secuencia de Tamaños - DLM	G 69

UNIT VII - TIME & AGE

Holidays & Seasons - Bomar	ESL 19
Seasonal Poster Kit - DLM	SP 1

UNIT VIII - POSITIONS IN SPACE

A Cowboy Can - Beth Clure & Helen Rumsey	ESL 565

ORAL LANGUAGE RESOURCES & MATERIALS

—Bilingual Resource Center

All Purpose Photo Library Set 1 and 2 - DLM	22 & 22B
Basic Vocabulary Builder - Dorothy Liebowitz	ESL 369
Can You Guess? - Beth Clure & Helen Rumsey	ESL 570
Developmental Storybooks - DLM Hansel & Gretel Little Red Riding Hood The Three Bears	G 85
Games & Activities for Teaching English as a Second Language - Maria Cordova Cohen & Sam Walter Cohen	ESL 803
I Can Make a Rainbow - Things to create and do...for children - Marjorie Frank	TR 128
I Saw a Purple Cow & 100 other Recipes for Learning - Ann Cole, Carolyn Haas, Faith Bushnell & Betty Weinberger	TR 10
"I Want to Know" Educational Activities, Mary Serfozo	K 8
Idea Communications Lessons - Ballard & Tighe	K 24
Jazz Chants, Carol Graham	ESL 375
Kindergarten Learning Games - Mildred Swift & Lois Rather	TR 15
Language Experiences in Early Childhood (Teacher Resource Book)	TR 98
Learning English as a Second Language - First Level - Finkle & Krawitz	ESL 321
Play & Say with Paddy and Pip	ESL 391
ROCK, Level I, Level II, Melton	K2, K3
Scenes Around Us Story Posters - Milton Bradley	G 84
See It, Say It - Developing Oral Language Using Regular Verbs (Blue) Addison-Wesley Publishing Co.	ESL 357
See It, Say It - Developing Oral Language Using Irregular Verbs (Red) - Addison-Wesley Publishing Co.	ESL 357
Sentence Building Sequential Cards - DLM	G 65
Spanish-English Language Concepts - Kabota, Foldes	ESL 810

Surprise Boxes - Beth Clure & Helen Rumsey ESL 574

Telezonia Phone Kit - Instructional Media Center - HISD Pam Johnson 861-1204

Telling Tails - Beth Clure & Helen Rumsey ESL 568

Through the Day - Beth Clure & Helen Rumsey ESL 567

OTHER RESOURCES

Monday Morning Books
by Ellen Booth Church
Palo Alto, California 1983

Piggyback Songs/More Piggyback Songs
Compiled by: Jean Warren
Totline Press
Warren Publishing House 1983

Finger Frolics
Compiled by: Liz Cromwell
Dixie Hubner
John R. Faitel
Partner Press 1976

Frank Schaeffer Publications
Palo Alto, California

The Instructor Publications, Inc.
1980